College Curriculum Committee
Meeting Minutes
Tuesday, April 17, 2012
2:07 p.m. – 3:28 p.m.
Toyon Room

Item	Discussion
1. Minutes: March 6, 2012	Minutes approved with grammatical corrections in section #4. M/S/C (Starer, Cammin)
2. Announcements: a. CCC goals Spring Quarter	**Speaker: Carolyn Holcroft** a. Review of the status of the Working Topics list for the 2011-12 year. As always, if there's something that you would like to see be moved up/down in priority, or added to the list, please let us know.
b. Plenary Reminder & Feedback	b. Reminder: coming this week, Thursday, Friday and Saturday. Comment regarding the Santa Monica College resolution (tiered fees 6.4): there are faculty concerns about the lack of checks and balances regarding what determines how many "regular" sections of a particular course must be offered before colleges are allowed to offer sections at a higher cost to the students. Concern that the resolution singles out a particular CC. Resolutions re: rules regarding non-credit courses (13.1): seems contradictory to require "proof of progress" in non-credit courses.
c. GE Convocation 5/18	c. Reminder: the Convocation will be approx. 3-3.5 hours. Ken O'Donnell will speak. Topics of discussion to include how CSU evaluates out applications for CSU-Breadth, and GE trends/reform. Professional growth credit available.
d. Final GE Draft	d. Please review and let Nuñez know if there are any corrections. She'll send another copy for distribution.
e. SLOs Progress Update	e. Program Level SLOs are written and entered in TracDat with only 4 exceptions and those faculty have been contacted. PL-SLO assessment plans have also been entered for all but a couple programs and notifications have been sent to all those still needing info. About 100 courses missing CL-SLOs and Deans have been notified. Please remind faculty teaching GE courses that they also need to comment on student achievement of the relevant GELO (ILO) when they enter reflections.
f. Transfer Degrees Reminder	f. English AA-T and Math AS-T applications are with the Instruction Office. History should be to Instruction by Friday and Business Management projected to be finished next week. Please contact Bernie Day when drafting AA-T as she has found that some courses that are options on the TMCs don't always serve our students best. There is also a statewide group working on a pathway for Engineering (requires a higher number of units and has been problematic fitting into 60 unit max for AS-T). Day announced that UC has stated that they will guarantee a "read" of the student's application (as long as they meet the minimum qualifications) if the student has received an AA-T or AS-T degree. This is a huge shift for the UC system. Up until now, if the student's GPA was below a particular cutoff, the application was automatically denied without even being read.
g. SSTF Brown Bag	g. This event is sponsored by the Transfer Work group to discuss the Student Success Task Force recommendations and how they might be implemented at Foothill College.

	Weds. April 18th, 12:00 in Appreciation Hall.
h. Division Reports	h. A few faculty are working to build a sustainability certificate of achievement. English has developed a Vampire Literature course. Multidisciplinary course is being discussed in biophysics. An American Cultures program is being developed by Ziegenhorn. He plans to bring it to CCC for discussion.
i. Other	i. Other: • Questions regarding the process for a new course that's been presented at CCC: since new course proposals are being presented in CCC, what is the procedure from there? There seems to be some confusion about the next step(s). The example used was the recent Humanities courses discussed on 3/20/12. After Cammin shared proposals, BSS rep noted there might be some overlap with some BSS courses. Cammin contacted BSS faculty to discuss the outlines and in one case did not have any response. What is the appropriate length of time that she should wait before moving forward? It was suggested that when you contact a faculty member from another division, you might want to also notify the CCC Rep for that area so that they might express the importance of responding to the request. The committee felt that a week was an appropriate opportunity for response from others. After that, the faculty should move forward with development of the course. Clarified that once proposal presented in CCC, faculty would be given C3MS shell. • Lankford announced that there will be a tour available to see the Stanford Design School by the founder of the school. Contact Scott Lankford or Mia Casey if you're interested. • Stanford Human Rights in CC Education: is going to have an all-day conference to assist in building human rights issues into curriculum.
3. Consent Calendar: Stand Alone Applications	**Speaker: Carolyn Holcroft** Approve Stand Alone status for ENGL 242A, 242B and VART 9 (Franciso, Starer) Approved.
4. CLEP Feedback	**Speaker: Carolyn Holcroft** Concern was voiced that although we are required to carefully review every course we put in our GE pattern and assess using SLOAC these CLEP tests are not held to same standards. PSME faculty want to have an opportunity to see the rigor of the tests before they have further discussions. One faculty member that has had experience with CLEP and AP tests said that there was a huge gap between the two, and most of the CLEP tests are exclusively multiple choice, only 5 require any writing. We support the idea of giving credit for life experience but this test set is not appropriate/authentic. BH believes Credit-by-Exam process more appropriate to accomplish this outcome. Comment: Francisco asked if the mandate requiring CSUs to accept CLEP credit came from the State Chancellor's Office or the CSU State-wide Academic Senate? Holcroft confirmed that it came from the Chancellor's Office. Escoto presented some possible CLEP catalog wording. It will be forwarded to all asap for feedback at the next

	meeting.
5. Area V "Across Disciplines"	**Speaker: Carolyn Holcroft** During previous conversations regarding the Communication & Analytical Thinking GE pattern, there was a question regarding the words "other disciplines" in C1 of the guidelines. What is the intent of this wording? The sub-committee thought on first read, that the intent of the GE pattern authors was different than the discipline faculty course author interpretation expressed in a recent GE application. As they could see the faculty applicant's position with regard to the course and the guidelines, they approved the course but would like clarification going forward. Perhaps a resolution to modify the wording of this sentence would clarify the intent of this directive for future application evaluation. Ziegenhorn will have conversation with the editors of the particular course that brought forward this question. His understanding of the creation of the course was for a very narrow focus, and not for GE.
6. GELO feedback	**Differed to the 5/1/12 meeting.**

Atendees: K. Armstrong, J. Baker, F. Cammin, R. Campbell, B. Cashmore, B. Day, I. Escoto, M. Francisco, P. Gibbs, B. Hanning, R. Hartwell, C. Holcroft, K. Jones, K. Jordahl, M. Knobel, D. MacNeil, P. Murray, P. Starer, K. Svetich, V. Villanueva, B. Ziegenhorn
Minutes Recorded by: C. Nuñez

Get With the Program: Accelerating Community College Students' Entry into and Completion of Programs of Study

Davis Jenkins and Sung-Woo Cho

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Abstract

Most students who enter higher education through a community college fail to earn a postsecondary credential. One reason for this is that many students do not enter a college-level program of study. This paper presents a practical method for measuring rates of program entry and completion using data on students' actual course-taking behaviors rather than declared major or intent. This method is used to track the progress and outcomes of first-time college students over five years using data from an anonymous sample of community colleges. The analysis shows that students must enter a program of study as soon as possible. Students who do not enter a program within a year of enrollment are far less likely to ever enter a program and therefore less likely to earn a credential. The paper suggests ways community colleges can rethink their practices at key stages of students' experience to substantially increase rates of student completion.

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1. Introduction

Community colleges have played an essential role in expanding access to higher education, but their completion rates remain low. Of first-time college students who enrolled in a community college in 2003–04, fewer than 36% earned a postsecondary credential within six years (Radford, Berkner, Wheeless, & Shepherd, 2010). To earn a credential, students must first enter a program of study by taking and passing multiple college-level courses in a field. One reason for low community college completion rates that has not received enough attention is that many students fail to enter a program of study in the first place.

Most community colleges offer an impressive array of programs. Yet, many new students enroll in community colleges without clear goals for college and careers (Gardenhire-Crooks, Collado, & Ray, 2006), and colleges typically offer little guidance to help them choose and successfully enter a program of study (Grubb, 2006; Rosenbaum, Deil-Amen, & Person, 2006). Research suggests that individuals presented with many options often do not make good decisions, and there is evidence that community colleges could be more successful in helping students persist and complete a program of study if they offered a set of tightly structured program options whose requirements and expected outcomes are clearly defined (Scott-Clayton, 2011).

On the way toward entering a program of study, many students are sidetracked by remedial courses, for which they do not receive college credit. Among younger students, a majority take at least one developmental course (Bailey, 2009). However, community college developmental instruction is generally narrowly focused on helping students take and pass college-level math and English courses rather than preparing them for success in college-level programs of study more generally. Moreover, research indicates that community college developmental education is of questionable effectiveness in achieving even the narrower goal of preparing students to pass college-level courses in math and English (Bailey, Jeong, & Cho, 2010; Calcagno & Long, 2008). As a result, developmental education becomes a dead end for many students.

Even among students who enter a college-level program of study, many fail to complete for a variety of reasons. Often, information about course requirements and sequences, learning outcomes, and connections between community college programs

and further education and employment is not clearly delineated for students (Rosenbaum et al., 2006). Sometimes, the courses that students need to take in order to graduate are not offered when students need to take them. And while community college departments closely monitor enrollment in their courses, often they do not know which students are pursuing programs of study in their fields and thus do not track students in their programs to ensure that they make steady progress toward completion.[1] Research on K-12 education finds that schools that are able to achieve greater gains in student outcomes are characterized by higher levels of "instructional program coherence," which involves "a set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment, and learning climate and that are pursued over a sustained period of time" (Newmann, Smith, Allensworth, & Bryk, 2001, p. 299; see also Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Academic programs at community colleges often lack instructional program coherence, which likely creates barriers for students seeking postsecondary credentials in those fields (Jenkins, 2011).

A major focus of recent community college reform efforts has been on revamping developmental education. Achieving the Dream (ATD), a major initiative involving over 150 colleges in numerous states, is the foremost example of this trend.[2] Developmental education outcomes certainly need to be improved, and ATD colleges have introduced many promising reforms, yet overall completion rates at participating colleges have not yet increased (Rutschow et al., 2011). One reason may be that while Achieving the Dream has sought to increase the rate at which academically underprepared students complete the developmental sequence and take and pass college-level courses, particularly in math and English, it has not focused on helping such students enter and complete college-level programs of study. Trying to improve program completion rates by focusing on developmental education may place too much of the onus for student success on the developmental English and math faculties and advisors and other student services staff involved in the intake process. Faculty in the college-level academic

[1] Two notable examples of community colleges that have well-developed systems for tracking their students into and through programs of study are Miami Dade College and Valencia College, both in Florida.

[2] For more information, see www.achievingthedream.org.

programs need to share responsibility for recruiting students into their programs and helping them complete program requirements. As it is, they often have little interaction with the academically underprepared students who are referred to developmental education, and these students may give up because they become discouraged with the drudgery of remedial instruction and do not see a clear pathway to success in college.

This paper is about the critical importance of helping community college students get into and through a program of study and how colleges can rethink their practices to increase rates of program entry and completion. It presents a simple method that community colleges can use to begin to measure rates of program entry and completion using data on students' actual course-taking behaviors rather than on their declared program of study or intent, which can change and are unreliable indicators of student behavior. This method is used to track the progress and outcomes of first-time college students over five years using data from an anonymous sample of community colleges.[3]

The analysis shows not only that students must enter a program of study to earn a credential but also that it is critical that they do so as quickly as possible. Students who do not enter a program of study within a year of enrollment are far less likely to ever enter a program and therefore less likely to complete and earn a credential. The analysis also shows that a substantial number of students attempt to enter a program of study but fail to do so, and that among those who do enter a program of study, many are still enrolled several terms later without having completed the program. Finally, the analysis reveals that completion rates and the types of awards given vary considerably among different community college program areas. For a college's overall completion rate to improve, therefore, every academic department must find ways to increase rates of program entry and completion.

Because the problem of low community college completion rates is systemic, the approach community colleges have typically taken in the past of adopting discrete "best practices" and trying to bring them to scale will not work to improve student completion

[3] The sample includes N = 20,220 first-time college students who enrolled in one of an anonymous group of community colleges in the same state in 2005–06. The sample excludes previous dual-enrollees, students who ever took a course before summer 2005, and students who received a bachelor's degree in less than three years (N = 3,646). A total of 23 institutions make up this sample, and we have access to each institution's transcript records, student-level characteristics, test scores, and institutional transfer information.

on a substantial scale. Rather, colleges need to implement a "best process" approach in which faculty, staff, and administrators from across the college work together to review programs, processes, and services at each stage of students' experience with the college. They must also rethink and better align their practices to accelerate entry into and completion of programs of study that lead to credentials of value. The effect of this organizational redesign process should be to strengthen pathways to program entry and completion. The final section of this paper presents a series of questions that colleges can ask to guide the redesign process. It also contains suggestions for concrete steps colleges might take, after a systematic review of their practices, to accelerate the rate at which students enter and complete programs of study. These ideas reflect principles of effective practice that are supported by research on student success and institutional effectiveness. Finally, the paper draws on research on organizational effectiveness and improvement to identify management practices that colleges can use to support and sustain the redesign process and thus ensure continuous improvement in student completion rates over time.

2. A Critical Intermediate Milestone: Entering a Program of Study

In their efforts to improve student outcomes, community colleges are increasingly recognizing the value of tracking the progression of cohorts of students across intermediate milestones along the way to completion of college credentials (Leinbach & Jenkins, 2008; Moore, Shulock, & Offenstein, 2009; Offenstein & Shulock, 2010; Reyna, 2010). Longitudinal tracking of student cohorts through intermediate milestones makes it possible to identify where along their educational pathways students are likely to drop out and thus where colleges should focus their efforts to improve student retention. It also allows colleges to see if they are improving over time the rate at which students are progressing toward program completion.

An intermediate milestone that has not received enough attention is entering a coherent program of study. Every student who hopes to earn a postsecondary credential must first enter a program by taking and passing multiple college-level courses in a given program area. For the purposes of this analysis, a student is considered to have entered a program of study when he or she takes and passes at least nine college-level semester

credits (usually equivalent to three courses) in at least one program area. In the pages that follow, these students are referred to as "concentrators." Students' course-taking behaviors are used to identify concentrators rather than their declared majors[4] or educational objectives because such measures are not always reliable indicators of actual student behavior and because students' goals can change as a result of their educational experience (see Bailey, Jenkins, & Leinbach, 2006). The three-course threshold is admittedly somewhat arbitrary—we assume that students who take one or two courses in a field may simply be exploring an area of potential interest, while students who take and pass at least three courses in a program area indicate a greater degree of seriousness about pursuing a course of study in that area.[5]

The analyses presented here examine the progress of a cohort of first-time college students who took at least one college-level or developmental course in one of the community colleges in the sample in 2005–06. Cohorts were tracked over five years, with outcome measures including the proportion of students who earned a certificate or associate degree from a public two-year college, transferred to another two-year institution, or transferred to a public or private four-year institution.[6]

Figure 1 shows the highest education outcomes after five years for five groups in the sample: (a) the entire cohort of first-time college students (which includes those who concentrated in a program of study and those who did not); (b) students who concentrated in liberal arts and sciences (by taking and passing at least nine college-level semester credits of liberal arts and science coursework);[7] (c) students who concentrated in a career–technical education (CTE) field; (d) students who attempted at least nine college

[4] We use the term "major" here as shorthand, although many community colleges use "program of study" or "program code" to refer to the program area or field in which students indicate they are interested in focusing their studies. As mentioned, the programs of study community college students say they intend to pursue and those they actually follow can differ.

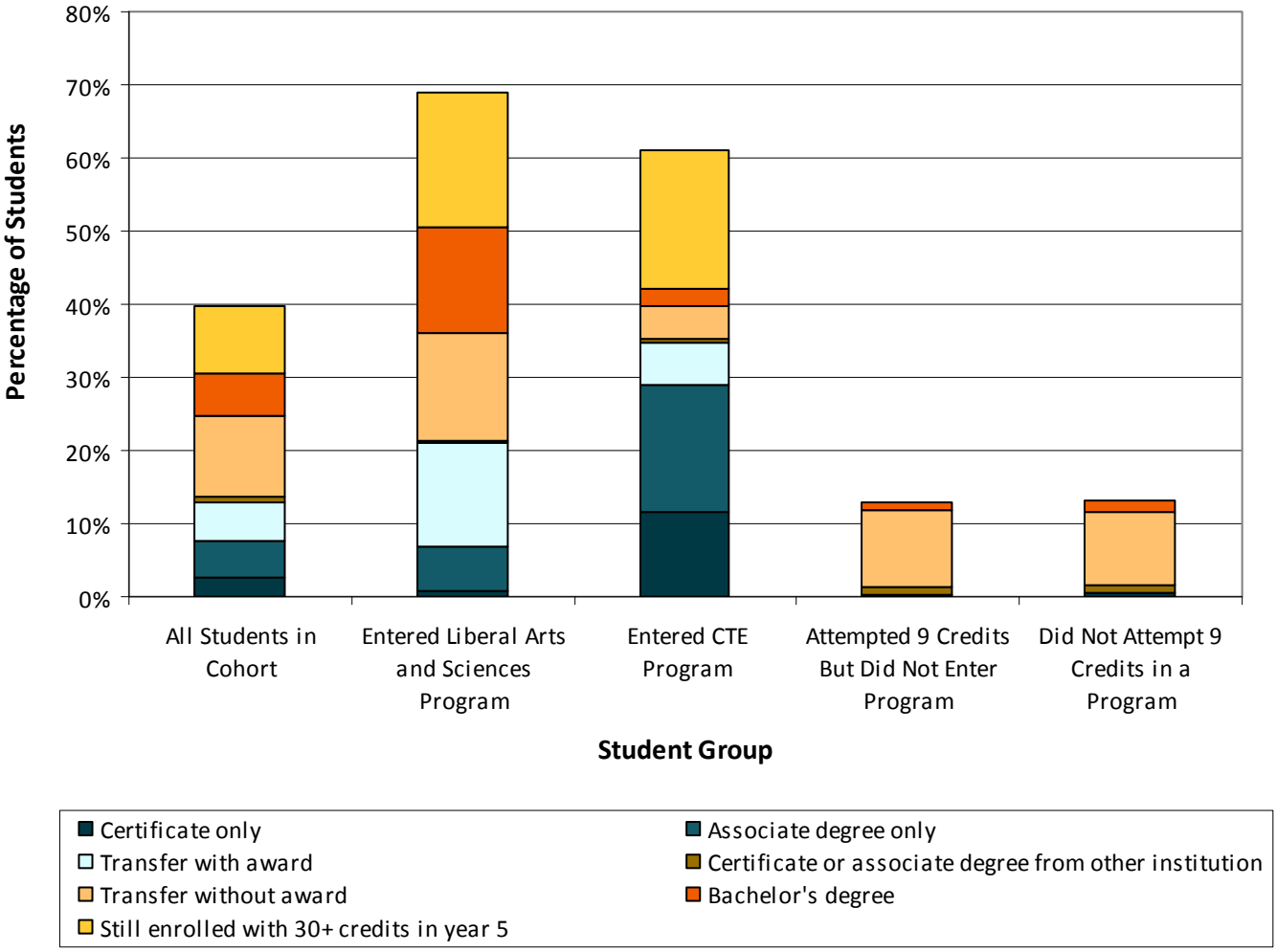
[5] There is some descriptive evidence from our data to support this in that students who have completed at least nine college-level credits (usually three courses) in a single program of study are more likely to earn an award and less likely to drop out of the institution over a five-year period than are students who have completed at least six college-level credits in a program.

[6] Student transfer patterns were tracked using data from the National Student Clearinghouse, which collects information on student enrollments in postsecondary institutions nationally. For more information, see http://www.studentclearinghouse.org/.

[7] Students who concentrated in more than one program of study are assigned to the program in which they earned the highest number of college-level credits over five academic years. If a student earned the same number of credits in multiple programs, the student is assigned to the program in which he or she completed the most courses in the shortest length of time.

credits in a program area (which excludes those who just took one or two courses) but did not complete them, and therefore are classified as "failed attempters"; and (e) students who did not attempt at least nine college credits in a program area, whom we refer to as "non-attempters."[8]

Figure 1
Five-Year Highest Educational Outcomes for First-Time Community College Students: Concentrators, Failed Attempters, and Non-attempters Compared



[8] The taxonomy used to classify courses into programs of study is given in the appendix.

About 14% of students in the full cohort earned a certificate or associate degree from a community college within five years. Another 11% transferred to a four-year institution without having first earned a community college credential, while 6% earned a bachelor's degree from an outside institution. About 9% had earned at least 30 college credits and were still enrolled after five years. Among students who successfully entered a program in liberal arts and sciences, about 21% earned a certificate or associate degree, another 15% transferred to a four-year institution without having earned a two-year credential, and about 14% earned a bachelor's degree from another institution. Among career–technical education (CTE) concentrators, over one third earned a certificate or associate degree, but only about 5% transferred to a four-year institution without a two-year credential, and only 2% earned a bachelor's degree from an outside institution.

Students who did not enter a program of study had similar outcomes regardless of whether or not they attempted nine college credits in a single field. As expected, no student who did not enter a program of study earned an associate degree. However, among failed attempters, about 10% transferred to a four-year institution, and about 1% earned a bachelor's degree. Similarly, among non-attempters, about 10% transferred to a four-year institution, and about 1.5% received a bachelor's degree.

It is reasonable to expect that how quickly students enter a program of study would make a difference in their outcomes, and indeed, as Figure 2 shows, most students who entered a concentration did so relatively early. In fact, of students in the cohort who successfully entered a concentration, 85% did so within the first two full academic years of their initial entry.

Figure 3 shows the importance of entering a program of study as soon as possible. Students who entered a program of study in the first year performed substantially better than did those who became concentrators in the second year or later. Over half of the students who first entered a program of study in their first year earned a certificate or associate degree, transferred to a four-year institution (either with or without a credential), or earned a bachelor's degree from an outside institution. The rates of credential completion or transfer for students who first entered a concentration in the second academic year after entry was about 37%—about a third less than students who entered a concentration in the first year. A substantial proportion of students who entered

a concentration after the start of the second academic year were still enrolled in the fifth year after entry having earned at least 30 college credits, although it is not clear how many of the credits these students earned would count toward a credential. These findings suggest that colleges should intensify their efforts to help entering college students who do not have clear goals for their education or careers select a program of study as quickly as possible.

Figure 2
Percentage of Concentrators Who First Entered a Concentration by Term, by Area of Concentration

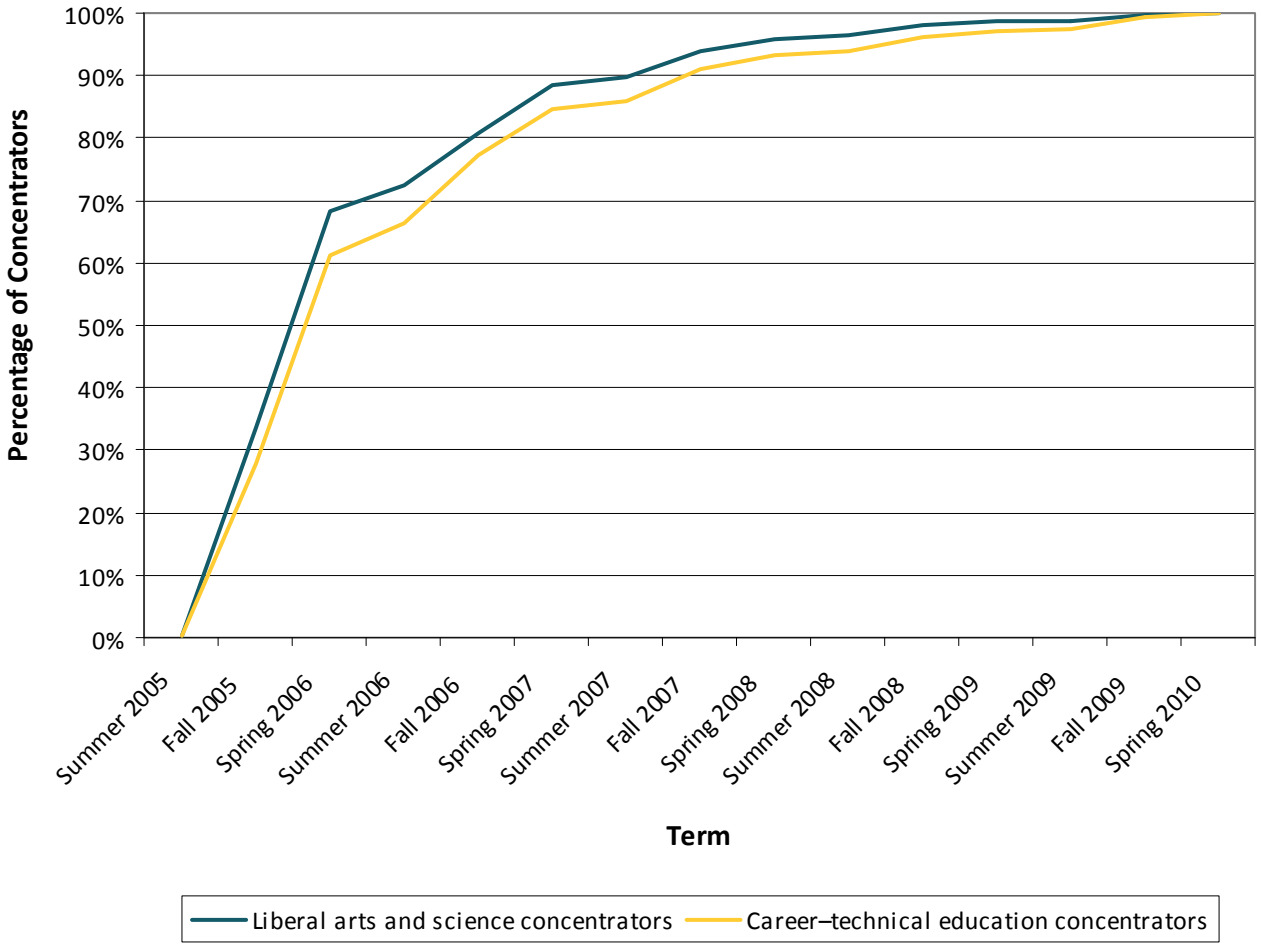


Figure 3
Highest Educational Outcome Achieved Within Five Years
by Year Student First Entered Concentration

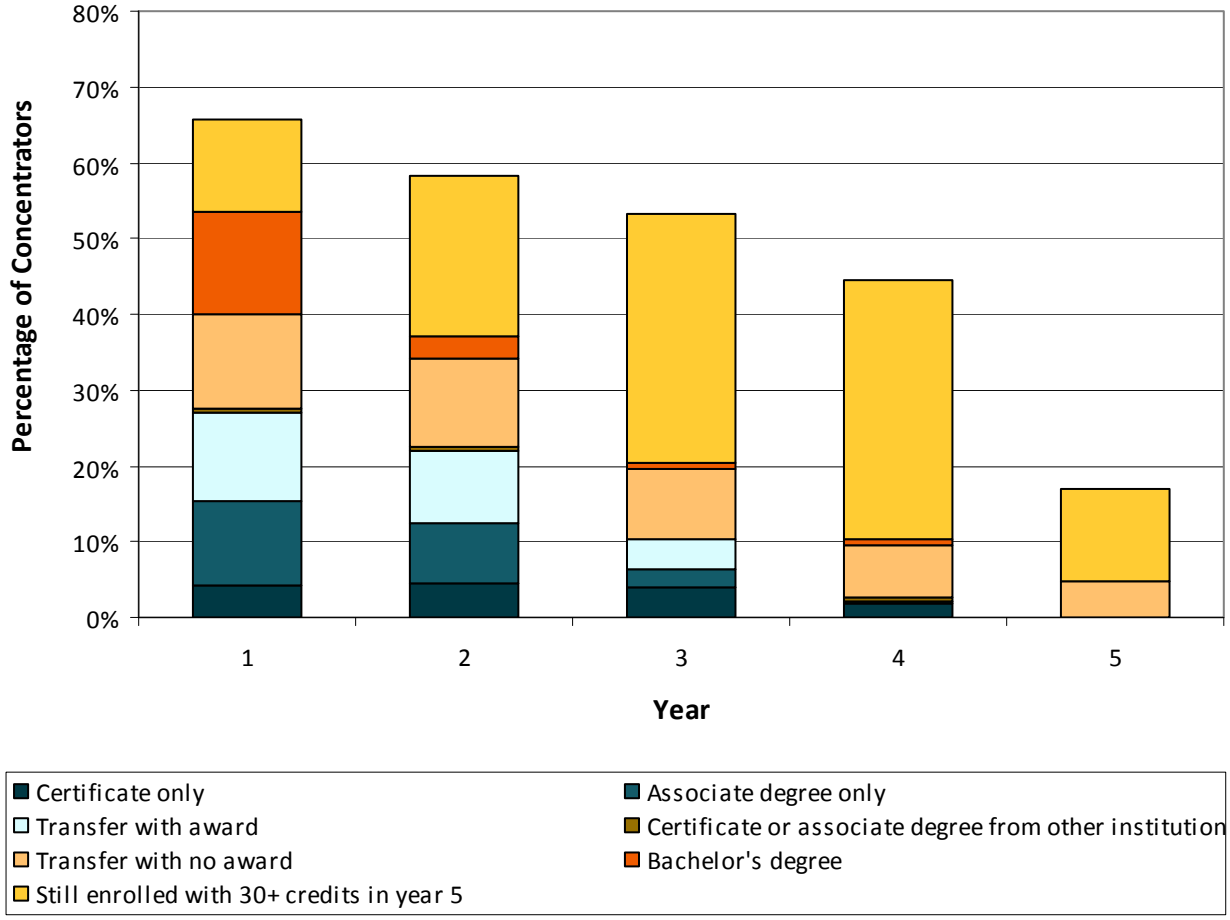


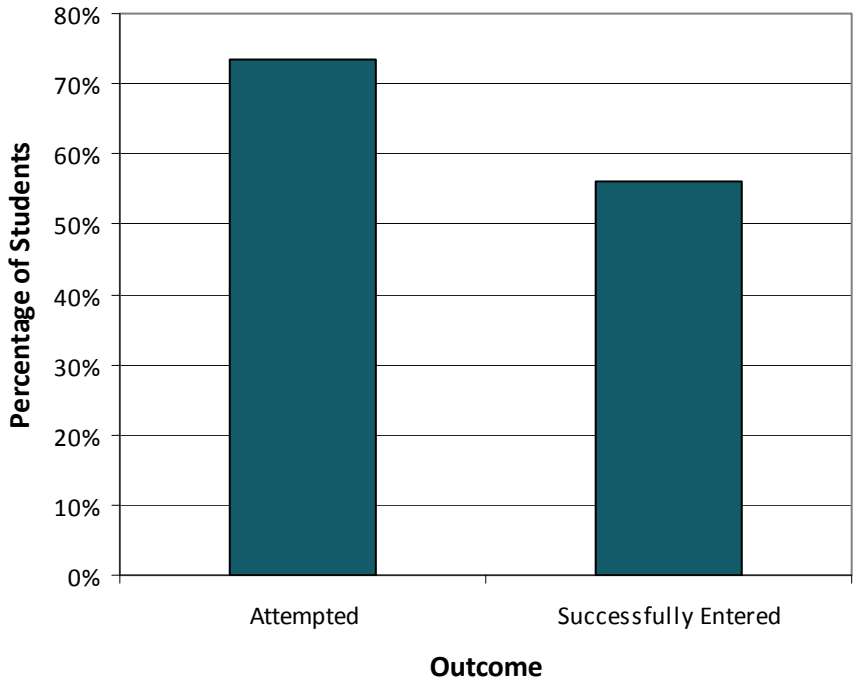
Table 1 compares the demographics and placement test results of the concentrators, failed attempters, and non-attempters in our sample. There are differences across the three groups of students; concentrators are more likely to be female, slightly younger, predominantly white, and either college-ready or referred to just one developmental subject. Thus, it is possible that there are selection effects occurring here—that groups of first-time students are more likely to become concentrators based on their incoming characteristics. However, it is interesting to note that the reading and writing placement test scores of the concentrators and failed attempters are more similar to each other than to those of the non-attempters, suggesting that ability as measured by testing may not play a large role in whether students concentrate or fail to do so.

Table 1
Characteristics of Concentrators, Failed Attempters, and Non-attempters

	All Students in Cohort	Entered a Program of Study	Attempted 9 Credits, But Did Not Enter Program	Did Not Attempt 9 Credits in a Program
N	20,220	11,328	3,513	5,379
Female	54.39%	55.66%	51.24%	53.78%
Mean age	21.94	21.47	20.33	23.99
White	61.47%	66.11%	58.33%	53.75%
Black	21.79%	16.30%	25.96%	30.62%
Hispanic	6.57%	6.33%	6.63%	7.03%
Asian	6.39%	7.35%	5.12%	5.21%
College-ready	35.96%	37.54%	29.75%	36.70%
Referred to one developmental subject	31.00%	34.19%	34.07%	22.27%
Referred to two developmental subjects	20.07%	18.71%	21.86%	21.75%
Referred to three developmental subjects	12.91%	9.53%	14.18%	19.20%
Mean reading test score	81.87	84.04	82.08	76.71
Mean writing test score	71.17	75.76	71.59	60.27

As is shown in Figure 4, nearly three quarters of students in the cohort tried to enter a concentration by attempting at least nine college credits in a program area. However, only 56% successfully completed at least nine college credits in a program area and thus successfully entered a program of study. This may reflect the difficulty community college students often have passing the initial college-level courses in particular fields. These courses are sometimes called "gatekeepers" because they prevent many students from entering a program of study. Examples include Biology 101 and Anatomy and Physiology for nursing students, Economics 101 and Accounting 101 for business students, and Math 101 and English 101 for students in most programs leading to an associate degree. Thus, in this sample, a substantial proportion of students were evidently seeking to enter a program of study but were not successful in doing so. Community colleges should examine whether this is the case with their own students and, if so, take steps to help students pass the gatekeeper courses.

Figure 4
Percentage of Students Who Attempted Versus Successfully Entered a Concentration Within Five Years



Students in the cohort who first entered college soon after high school attempted to enter a program of study at a higher rate than did students who did not start college until they were older (see Figure 5). However, the gap between those who attempted to enter a concentration and those who succeeded was larger among those recently out of high school than among older students (20 percentage points for students who first enrolled at age 19 or younger versus 10 percentage points for students who first enrolled at age 27 or older). This might reflect the greater clarity of goals and determination often observed among older students (Calcagno, Crosta, Bailey, & Jenkins, 2007). Students who enrolled full-time in their first term were much more likely than part-time students to attempt and successfully enter a program of study within five years (see Figure 6). Interestingly, students who were referred to developmental education were overall about as likely as students assessed to be college-ready to attempt to enter a program of study, although the rate at which students referred to two or more subjects of developmental education succeeded in entering a program of study was lower than that of higher-level developmental students (see Figure 7).

Figure 5
Percentage of Students Who Attempted Versus Successfully Entered a Concentration Within Five Years by Age at First Enrollment

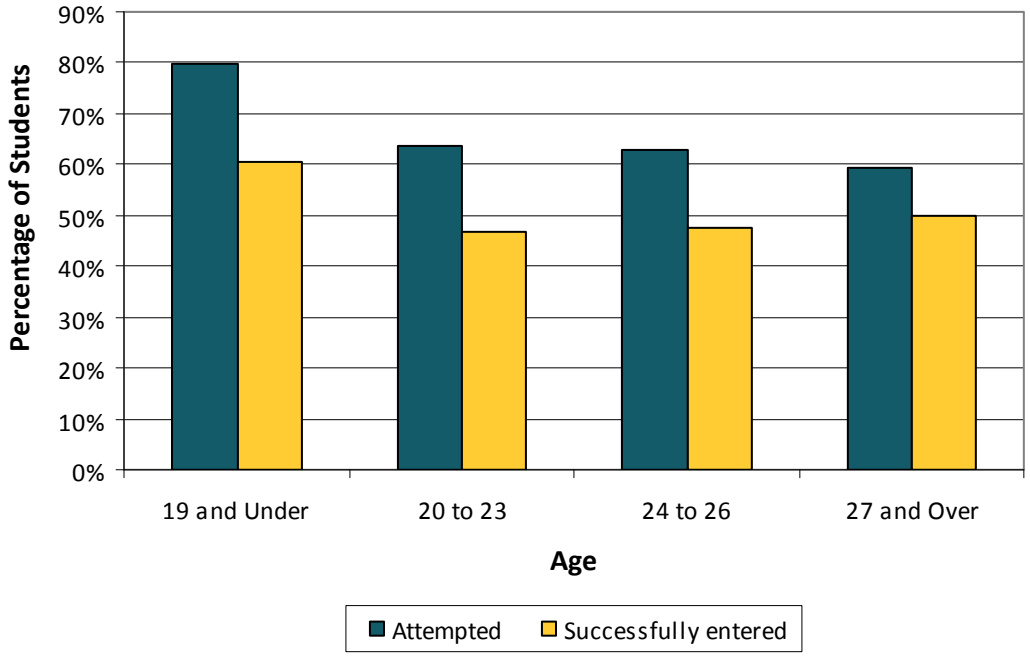


Figure 6
Percentage of Students Who Attempted Versus Successfully Entered a Concentration Within Five Years by First-Term Enrollment Status

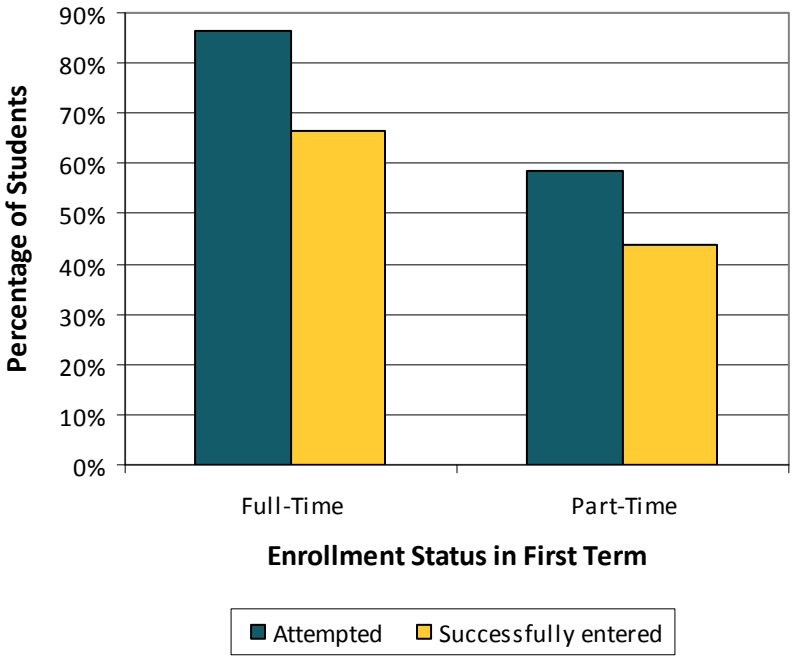
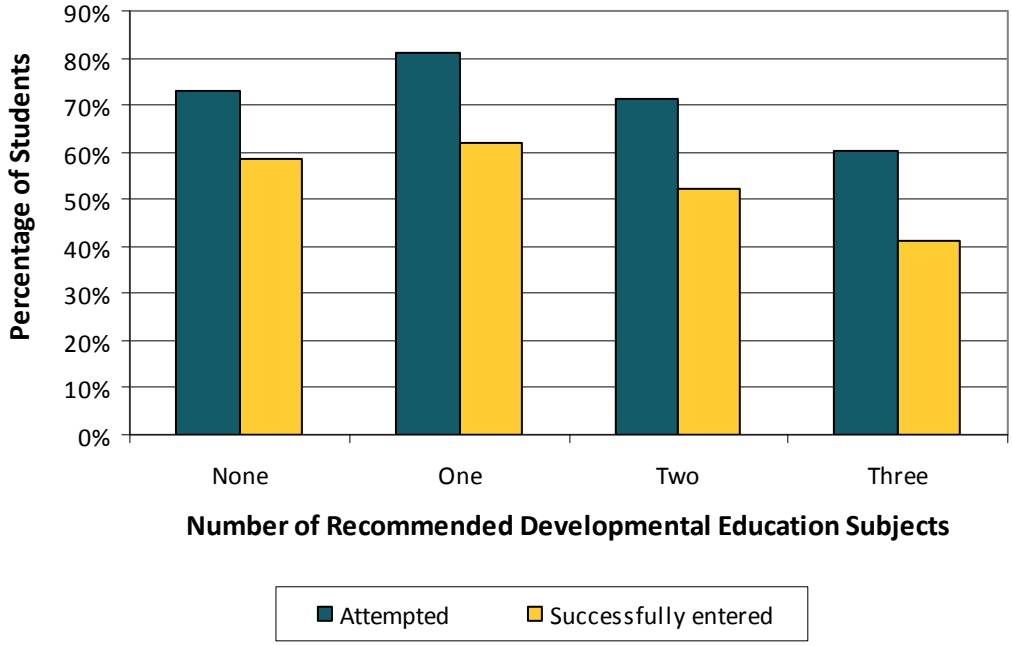


Figure 7
Percentage of Students Who Attempted Versus Successfully Entered a Concentration Within Five Years by Initial Developmental Placement Level



3. Concentrators: Enrollment and Outcomes by Field of Study

About two thirds of students in the sample who succeeded in entering a program of study concentrated in liberal arts and sciences, while the other third concentrated in a career–technical program (see Figure 8).

Figure 8
Distribution of Concentrators by Program Type

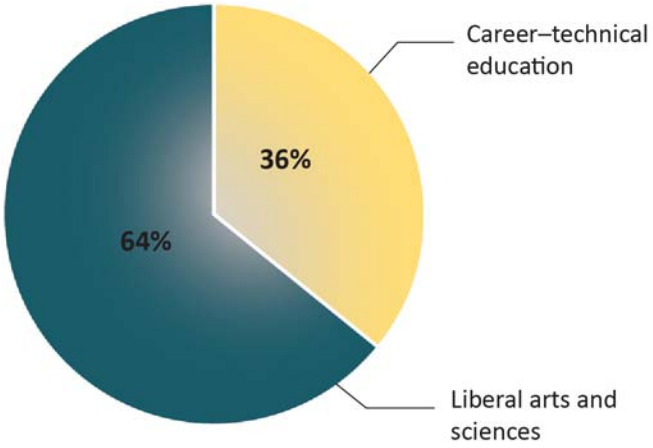
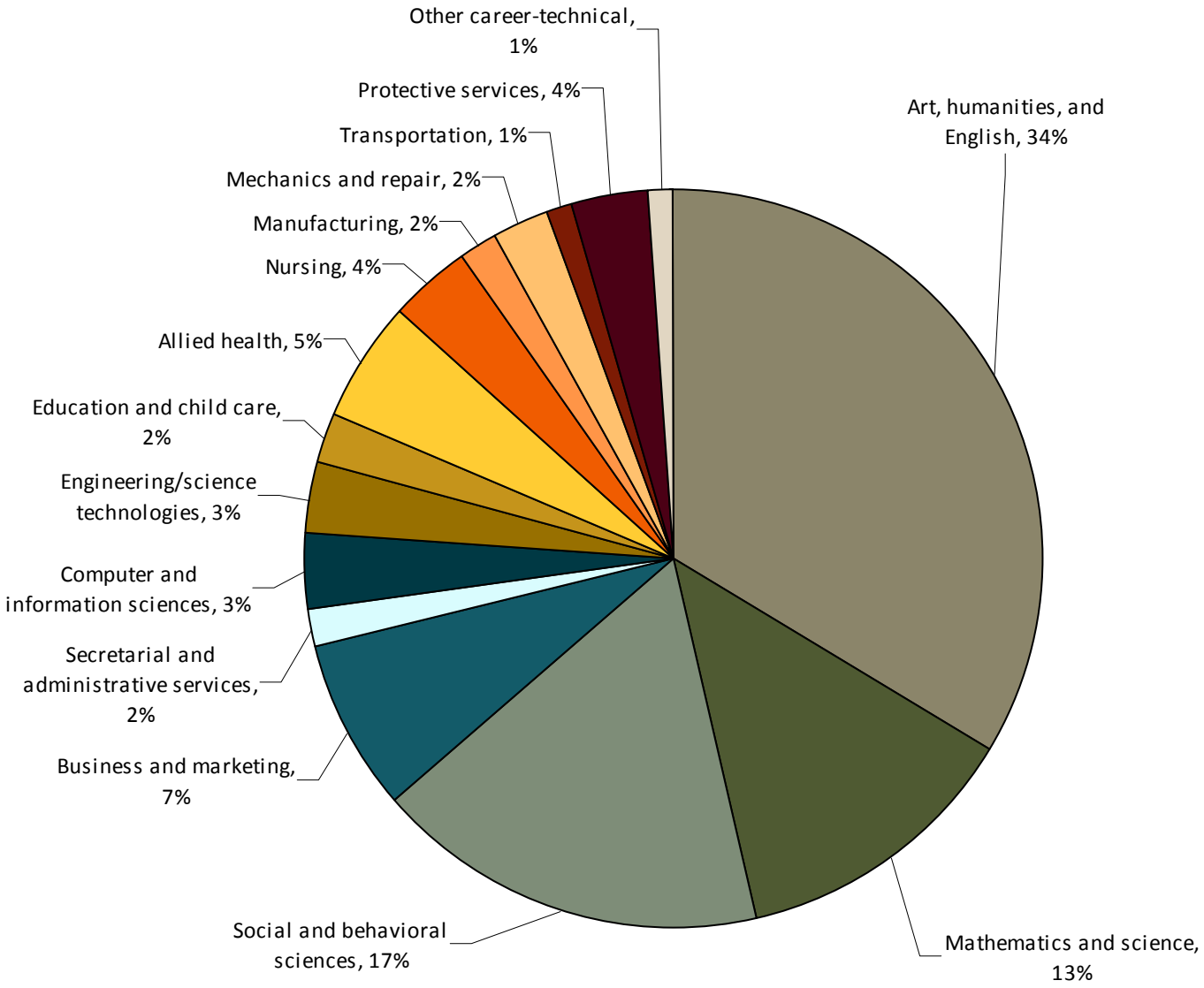


Figure 9 shows the percentage of concentrators in each program area. Students were most likely to concentrate in one of the three liberal arts and sciences sub-fields, with arts, humanities, and English having the most concentrators, followed by social and behavioral sciences, and then math and science. Among CTE programs, students were most likely to concentrate in business, followed by allied health, nursing, and protective services. Many community colleges rely on students' declared majors to indicate enrollment in a program. Yet major information is not always reliable and can change, so the method used here to identify students' area of concentration by their course-taking patterns is a better way to understand which program areas students are actually entering. Ideally, colleges should compare data on students' declared majors or programs of study with data on the concentrations they actually enter.[9] Colleges can use this information to

[9] We acknowledge that our concentrator measure is fairly crude and cannot distinguish when a student who is taking courses in liberal arts may actually be trying to satisfy general education requirements for a particular major outside liberal arts and science, such as engineering or nursing. This is why we recommend comparing data on students' declared majors with the actual courses they take and pass.

assess which students are and are not entering a program of study and whether students are actually pursuing and making progress in the program of study in which they have indicated an interest. This information can also be used by individual departments to examine how effective they are at recruiting students and at helping students who have entered their programs to complete as efficiently as possible.

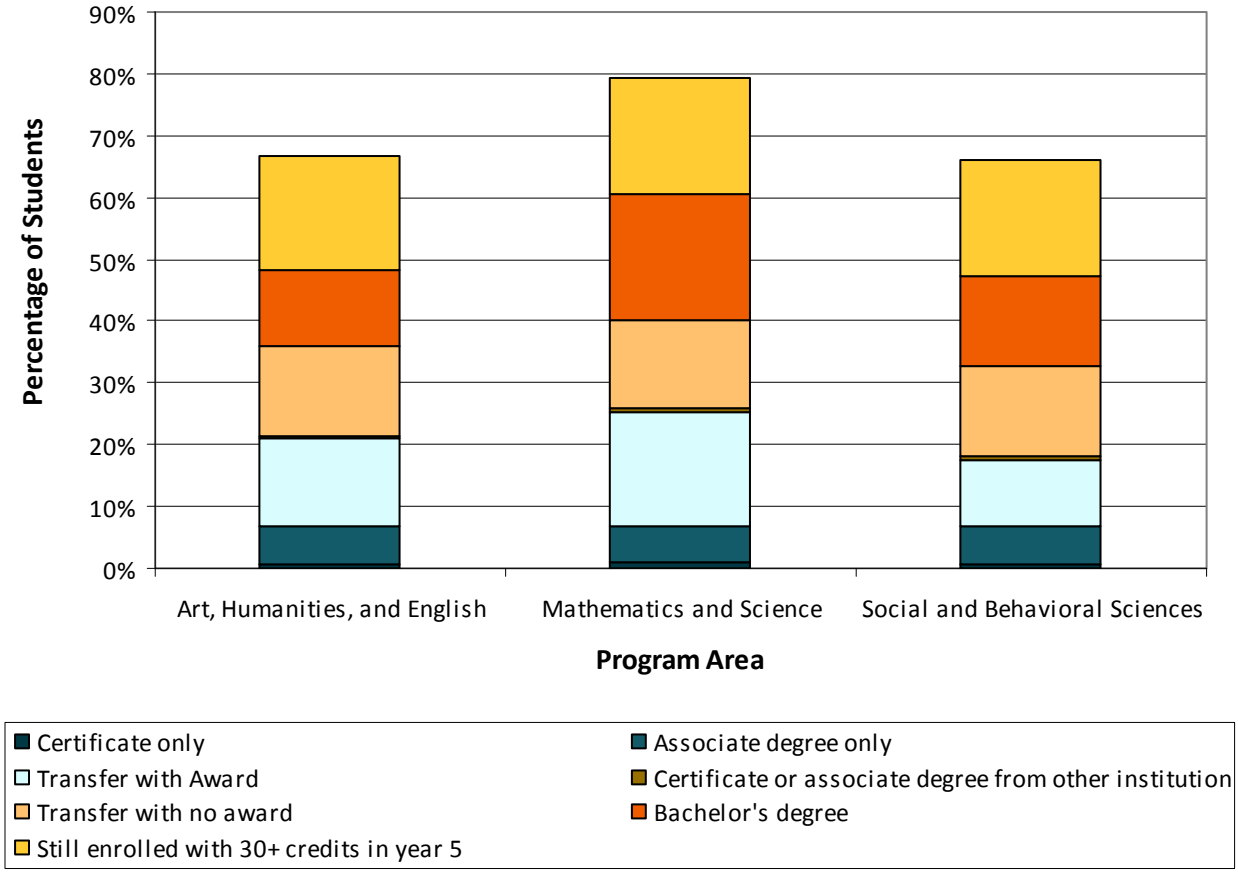
Figure 9
Distribution of Concentrators by Program Area



Ideally, colleges will develop their own measures to identify concentrators based on the actual program requirements for credentials in a particular field.

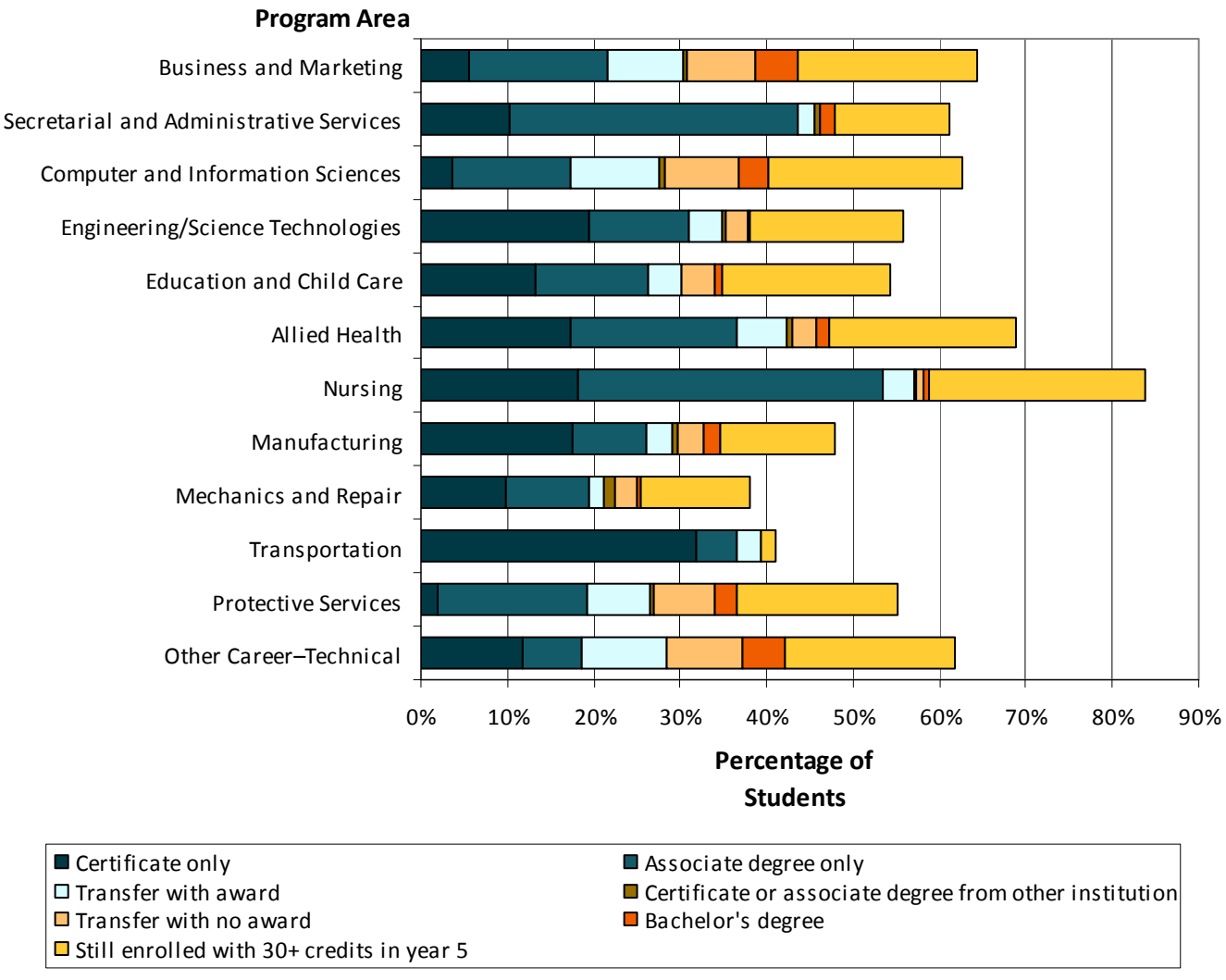
Figure 10 shows the outcomes after five years for liberal arts and sciences concentrators by subfield. Math and science concentrators had the highest success rate, with 26% earning a certificate or associate degree within five years, compared with 21% of arts, humanities, and English concentrators and 18% of social and behavioral sciences concentrators. Math and science concentrators were also more likely to transfer to a four-year institution having already earned an award and more likely to persist and earn a bachelor's degree compared with other liberal arts and sciences concentrators.

Figure 10
Five-Year Highest Educational Outcome of Liberal Arts and Sciences Concentrators by Program Area



Among CTE concentrators (Figure 11), those in nursing were most likely to earn a certificate or associate degree at their original institution or another two-year institution (57%) within five years. This is not surprising, given that nursing programs are generally selective, in that students are required to complete prerequisites before being accepted. Moreover, nursing programs tend to be highly structured, with licensing requirements dictating course content. Other concentrations with relatively high certificate or associate degree completion rates included secretarial and administrative services (46%), allied health (43%), and transportation (39%). Business and marketing had the highest percentage of bachelor's degree earners within five years, at 5%.

Figure 11
Outcomes of Career–Technical Education Concentrators by Program Area



Not only is there variation in completion rates across CTE fields, but the types of outcomes also vary by field. For example, most of the credentials earned by concentrators in business and computer and information sciences were associate degrees as opposed to certificates, whereas the majority of the awards earned by manufacturing and transportation concentrators were occupational certificates. This makes sense, given the variation in labor market requirements for education and credentials across occupations.

4. Measuring Changes in Program and Institutional Performance

It is sometimes useful to benchmark performance across colleges. If data were available across colleges on the measures examined here, we could ask: Why do students referred to developmental education enter college-level programs of study at higher rates in some colleges than in others? Are institutions with higher program entry rates doing anything special to guide and support students as they enter programs of study?

Yet, as is clear from this analysis, different academic programs within a college can differ substantially not only in their completion rates but also in the types of outcomes they produce. Because different colleges offer different mixes of programs, ultimately the best way to measure whether the overall performance of a college is improving is to compare recent student outcomes to the outcomes of previous students (keeping in mind that the characteristics of students served by a college can change over time). Similarly, within colleges, the performance of individual academic programs can best be gauged not by comparing outcomes across programs but rather by examining trends over time in the outcome rates for concentrators in each program area. It is also clear that for a college's overall completion rate to improve, efforts need to be made to increase rates of program entry and completion across all academic programs, particularly those serving larger numbers of students.

5. Rethinking Community College Practice to Accelerate Program Entry and Completion

To earn a postsecondary credential, students must enter a program of study and, once in a program, complete the required coursework. The analysis presented here shows the importance of entering a program of study as quickly as possible. Students who entered a program of study in the first year were much more likely to complete a credential or transfer to a four-year institution within five years than were students who did not enter a program until the second year or later. Moreover, a substantial number of students who attempted to enter a program of study failed to do so because they did not pass gatekeeper courses. Even among those who did enter a program, many were still enrolled after several terms, which raises the question of whether colleges could do more to help students complete their programs sooner.

Community colleges typically offer a wide array of programs. Yet, many students, particularly those who are younger, arrive without clear goals for college and careers, and colleges typically offer limited guidance to students in choosing a program of study. Many students end up in developmental education, which generally does not provide a clear pathway to a college-level program of study. Requirements for community college programs are sometimes not clearly defined for students, and academic departments often do not keep track of students in their programs. At every stage of the student's experience with a college—connection, entry, progress, and completion—community college practices are often not well designed and aligned with one another to facilitate entry into and completion of a program of study as soon as possible.[10] Thus, for community college students, the experience of college can be confusing and frustrating. It is not surprising that many become discouraged and drop out.

Because the causes of low community college completion rates are systemic, efforts to improve completion rates need to involve all parts of an institution, not just developmental education, advising, and other college functions responsible for student intake and remediation. Moreover, piloting "best practices" and then trying to bring them to scale will not suffice to "move the needle" on overall rates of student completion.

[10] See Jenkins (2011) and Scott-Clayton (2011) for discussions of how community college practices can hamper students' progress in entering and completing programs of study.

Interventions of this sort are common among community colleges but typically reach too few students and are difficult to scale and sustain.[11]

To improve completion rates on a substantial scale, rather than trying to bring to scale best practices, community colleges should follow a "best process" approach of rethinking their practices in ways that strengthen pathways to program entry and completion (Jenkins, 2011). For this to happen, college faculty, staff, and administrators from across silos should work together to review program structures, policies, and supports at each stage of the student's experience with the college and redesign or better align college practices in ways that strengthen program pathways for students and thus accelerate their entry into and completion of programs of study leading to credentials of value.

5.1 Guiding Questions

Figure 12 shows the broad questions that should guide faculty, staff, and administrators in this process of strengthening pathways to completion for students. The following are examples of more specific questions that college personnel should be asking at each stage of students' experience.

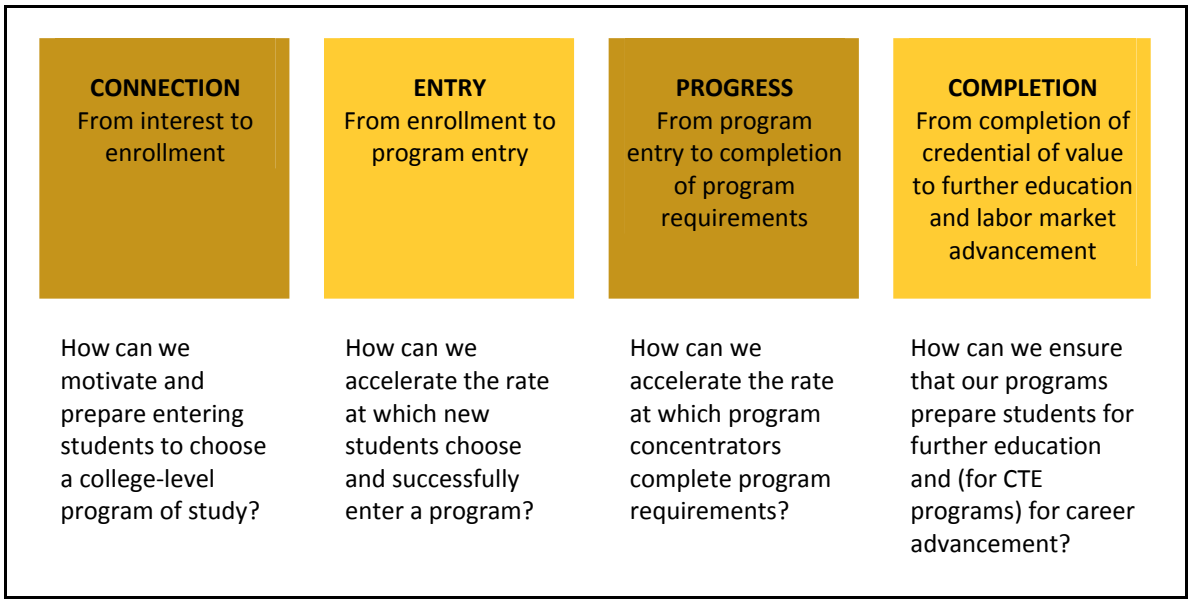
- *Connection* – Questions a college's recruitment staff, in partnership with advising and academic departments, should be asking:
    - How can we improve understanding among high school students about the credential program opportunities offered by the college?
    - How can we motivate and guide students to prepare to enter a college-level program of study as soon as they graduate high school?
    - Can we more effectively recruit students from adult basic skills, non-credit vocational, and community-based education programs into college-level programs of study?
- *Entry* – Questions colleges' advising staff, in partnership with developmental education and academic departments, should be asking:

[11] A recent evaluation of the experience over five years of the first round of colleges to join Achieving the Dream found that a main reason the colleges on average had not achieved improvements in the initiative's aggregate measures of performance was that many if not most of the interventions implemented by the colleges were still small in scale (Rutschow et al., 2011).

    - What guidance and support can we provide to help students develop clear goals for college and careers and choose a program of study as soon as possible?
    - What approaches to remedial instruction are most effective for preparing academically underprepared students to enter and succeed in a program of study?
    - How can we help students who are attempting to enter a program of study pass the gatekeeper courses that often prevent students from getting on a program path?

- *Progress* – Questions academic departments, in consultation with student services staff, should be asking:
    - Are we effectively tracking and advising program concentrators to ensure that they are making progress toward completion?
    - Are our programs well structured so that students can complete them as quickly as possible?
    - Are required courses offered when students need to take them?
- *Completion* – Questions academic departments and top administrators should be asking:
    - Are our academic program options and requirements clearly defined for students entering the college and for program majors?
    - How are we assessing whether students are mastering the skills and knowledge that our programs seek to teach them?
    - What can we learn from baccalaureate program faculty, employers, and program alumni to ensure that our programs prepare students to succeed in further education and (with career–technical programs) advance in the labor market?

Figure 12
Guiding Questions for College Efforts to Strengthen Student Pathways to Completion



5.2 Research-Based Principles of Effective Practice

In rethinking their practices, colleges should keep in mind principles of practice that are supported by research on student success and instructional effectiveness in community colleges and education more generally. Instructional program coherence, mentioned earlier, is one such principle. Student engagement is another principle of effective practice supported by research on college student success (Tinto, 1993). Other principles examined in the Community College Research Center's Assessment of Evidence Series[12] include:

- *Structured programs* – Research in behavioral economics and other fields suggests that students perform better when offered a limited set of clearly defined program options that have well-structured or prescribed paths to completion (see Scott-Clayton, 2011).

[12] In this series, CCRC researchers examine the evidence from the research literature on promising approaches to achieving substantial improvements in community college student success and institutional effectiveness. An overview of the findings and the individual papers in the series are available on the CCRC website: http://ccrc.tc.columbia.edu/Publication.asp?UID=845.

- *Contextualized instruction* – Evidence is promising for approaches to teaching basic skills in the context of instruction in content area subject matter (see Perin, 2011).
- *Acceleration* – Evidence suggests colleges may be able to increase the rate at which students needing remediation advance to college-level study through various approaches, including restructuring of courses using instructional technology and "mainstreaming" higher-level remedial students into college-level courses with added support (see Edgecombe, 2011).
- *Integrated student supports* – Community college students are more likely to benefit from student support services that are integrated into the educational experience and that help students (a) create social relationships, (b) clarify aspirations and enhance commitment, (c) develop college know-how, and (d) address conflicting demands of work, family, and college (see Karp, 2011).

5.3 Sample Practices for Accelerating Rates of Program Entry and Completion

The following are examples of ideas that might emerge from efforts by colleges to rethink their practices at each stage of students' experience to accelerate rates of program entry and completion. These ideas reflect the research-based principles of effective practice outlined above.

- *Connection* – Ideas for increasing the number of new students entering the college motivated and prepared to enter a college-level program of study:
    - Create marketing materials for use with prospective students showing the major program streams offered by the college, where each stream is designed to lead in terms of further education and (for CTE programs) career advancement, and what students who want to enter a given stream need to do to succeed in it.
    - Partner with feeder high schools to provide orientation to college program options and requirements as well as early assessment of college readiness, beginning in the sophomore year.
    - Reorient dual or concurrent high school–college enrollment programs to encourage high school students to enter college-level programs, not just take college-level courses, while they are still in high school.

    - Build “bridge” programs that enable adult basic skills students to advance to college-level programs, especially in career–technical fields.

- *Entry* – Ideas for increasing the rate and pace at which students enter a program of study:
    - Require all degree-seeking, first-time college students to develop a program completion plan.
    - Require all first-time college students to take a three-credit college success course (ideally in their first term) that (a) exposes students to college program options and requirements, (b) helps them develop a program completion plan tied to goals for further education and employment, and (c) provides instruction in “college success skills,” such as note taking, test taking, and time management.
    - Customize remedial offerings for each major program stream (e.g., liberal arts, STEM, business, allied health, engineering technologies, etc.) with contextualized instruction to ensure that students are mastering the basic skills and knowledge that are essential for success in the given stream.
    - Require students who need remediation to take a prescribed set of courses that includes a college success course, customized remedial instruction, and an introductory college-level survey course in a program area of interest.
- *Progress* – Ideas for accelerating rates of program completion:
    - Strongly recommend that all students declare a program of study within the first year and require them to keep up-to-date a program completion plan.
    - Improve instruction and integrate supports into coursework to help students pass gatekeeper courses in each program area.
    - Assign concentrators to program faculty advisors who will regularly meet with them to ensure that they are progressing according to their program plans.
    - Ensure that the courses required to complete each program are offered regularly and on a schedule convenient to students.
- *Completion* – Ideas for ensuring that programs of study are coherent and prepare for success in further education and (for CTE) employment:

- Consolidate program offerings into a small number of program streams (such as liberal arts/transfer, business, allied health and nursing, engineering technology, education, consumer services, etc.), each with a limited set of clearly specified programs leading to credentials.
- Clearly map out for each program a prescribed sequence of courses, limiting the number of elective courses.
- Regularly communicate with faculty and administrators in partner baccalaureate programs to ensure that program curricula are aligned with transfer requirements.
- Regularly communicate with employers to ensure that CTE programs are meeting labor market requirements.
- Survey recent graduates for their suggestions for how the programs they completed could be improved.

These are just examples of actions colleges might take to improve program entry and completion. While colleges may conduct smaller-scale pilots to test particular approaches, whatever innovations colleges choose to implement must be designed from the start to be implemented at scale and in a way that can be sustained without substantial additional resources. Moreover, no one innovation or even set of innovations in practice will suffice to improve overall completion rates; rather, colleges need to review everything they do and ensure that their practices at each stage of students' experience are well aligned to accelerate the rates at which students enter and complete programs of study.

5.4 Sustaining Organizational Innovation

Implementing large-scale, systemic changes such as these is challenging in any environment, but it is especially challenging in times of scarcity and uncertainty like the present. Research on organizational effectiveness and improvement in higher education and other sectors highlights the importance of the following management practices for supporting and sustaining organizational innovation.[13]

[13] See Jenkins (2011) for an exploration of these and other practices of high-performing organizations and their implications for community college reform.

- *Strong, outcomes-oriented leadership.* College leaders, including not only top administrators but also faculty leaders, deans, and department chairs, need to agree on and communicate a clear and compelling vision for improving student outcomes and set ambitious goals that faculty and staff will want to work to achieve.
- *Broad-based engagement and supporting professional development.* Obviously, substantial change in community college practice will not happen without the active support and involvement of faculty and student services staff. Therefore, college leaders need to empower faculty and staff from across divisions to address the questions outlined above; identify priority areas for improvement; and implement, evaluate, and further improve changes to practice. Leaders also need to provide resources for professional development that strategically supports the efforts by faculty and staff in the redesign work. This reframes professional development as an activity that supports the collective involvement of faculty and staff in the redesign process rather than an activity that mainly supports professional growth of faculty and staff as individuals.
- *Evidence-based improvement.* To the extent possible, decisions on how to improve practice should be supported by evidence. Colleges should assess the effectiveness of earlier efforts to improve student success. Moreover, any new innovations should be evaluated to ensure they are helping to improve student outcomes.
- *Attention to cost-effectiveness and productivity.* Colleges should evaluate not just the effectiveness of innovations but also their costs. In general, the goal should be to increase organizational productivity—that is, to increase rates of student success and improve student learning outcomes without requiring net additional staff and monetary resources.

So that colleges continue to improve student outcomes, the redesign process must be ongoing. To build an infrastructure for continuous improvement, colleges should rethink their committee structures; program review processes; professional development policies; budgeting practices; and strategies for employee hiring, performance review, and incentives—all with a view to ensuring that the process of reviewing and redesigning college practice to accelerate the rates at which students "get with a program" and complete it becomes an integral part of the way community colleges do business.

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Appendix: Program of Study Taxonomy

This paper uses the following taxonomy to classify courses by program or field of study. It is adapted from an unpublished October 2009 NCES taxonomy of postsecondary programs. In tracking students' progress, colleges and states should of course use a taxonomy adapted to their own particular offerings.

Field of Study	Associated 2000 CIP Code Series
Academic (transfer) education	
Arts, humanities, and English	9 – Communication, journalism, and related programs [non-technical] 16 – Foreign languages, literatures, and linguistics 23 – English language and literature/letters 24 – Liberal arts and sciences; general studies and humanities 30.1301 – Medieval and renaissance studies 30.2101 – Holocaust and related studies 30.2201 – Ancient studies/civilizations 30.2202 – Classical, Mediterranean, Near Eastern studies 30.2301 – Intercultural and diversity studies 30.9999 – Multi/interdisciplinary studies, unspecified 38 – Philosophy and religious studies 50 – Visual and performing arts
Mathematics and science (STEM)	26 – Biological and biomedical sciences 27 – Mathematics and statistics 40 – Physical sciences 30.0101 – Biological and physical sciences 30.0601 – Systems science and theory 30.1001 – Biopsychology 30.1801 – Natural sciences 30.1901 – Nutrition sciences 30.2401 – Neuroscience 30.2501 – Cognitive science
Social and behavioral sciences	5 – Area, ethnic, cultural, and gender studies 22 except 22.03 and 22.0103 – Legal studies 30.0501 – Peace studies/conflict resolution 30.1101 – Gerontology 30.1501 – Science, technology, and society 30.1701 – Behavioral sciences 30.2001 – International and global studies 30.12 – Historic preservation and conservation 30.1401 – Museology/museum studies 42 – Psychology 45 – Social sciences 54 – History

Career–technical education	
Agriculture and natural resources	1 – Agriculture 3 – Natural resources and conservation
Automotive and aeronautical technology	15.08 – Automotive and aeronautical technology
Business and marketing	52 series other than 52.04, 52.14, 52.15, 52.18, 52.19 – Business 19.0505 – Foodservice systems administration/management 19.0604 – Facilities planning and management 52.14 – Marketing 52.15 – Real estate 52.18 – General sales, merchandising, and related marketing operations 52.19 – Specialized sales, merchandising, and marketing operations 8 – Marketing and distribution (1990 classification)
Secretarial and administrative services	22.0103 – Paralegal/legal assistant (1990 classification) 22.0301 – Legal administrative assistant/secretary 22.0302 – Legal assistant/paralegal 52.04 – Business operations support and assistant services
Communications and design	10 – Communications technologies 19.0202 – Human sciences communication 19.0906 – Fashion and fabric consultant 50.04 – Design and applied arts
Computer and information sciences	11 – Computer and information sciences and support services 25 – Library sciences 30.0801 – Mathematics and computer science 30.1601 – Accounting and computer science
Cosmetology	12.04 – Cosmetology
Culinary services	12.05 – Culinary studies
Engineering and architecture	4 – Architecture and related services 14 – Engineering 19.06 except 19.0604 – Housing and human environments
Engineering/science technologies	15 except 15.08 – Engineering technologies 41 – Science technologies/technicians
Education and child care	13 – Education 19.0706 – Child development 19.0709 – Child care provider/assistant 20.0102 – Child development, care & guidance (1990 classification) 20.0107 – Family living & parenthood (1990 classification) 20.02 – Child care & guidance workers & managers (1990 classification)

Allied health	51 except 51.16 – Health professions and related clinical sciences 19.05 except 19.0505– Dietetics/human nutritional services (1990 classification)
Nursing	51.16 – Nursing
Construction	46 – Construction trades
Manufacturing	19.09 except 19.0906 – Apparel and textiles 48 – Precision production
Mechanics and repair	47 – Mechanics and repair technologies/technicians
Transportation	49 – Transportation and materials moving
Protective services	29 – Military technologies 43 – Security and protective services
Other career–technical	12 series other than 12.04 or 12.05 series – Personal and culinary services 19 series other than 19.0706, 19.0709, 19.05, 19.09, 19.06 – Family and consumer sciences 20 series other than 20.0102, 20.0107, 20.02 – Family and consumer sciences (1990 classification) 44 – Public administration and social services professions

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 2A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN C++

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area V – Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement ***must*** offer students the opportunity to:

C1. Apply the analytical skills learned in the course to other disciplines;
C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
C6. Identify goals when applying analytical skills;
C7. Recognize limitations of applicable methodologies;
C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 2A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN C++

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

2P: Solve problems that have origins in a variety of disciplines including math, science, the Internet and business.

4P 1-7: Applications used throughout course in selected areas Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

4I 1: Separation of computation and I/O
2G: Define, analyze and code the basic C++ conditional and iterative control structures and explain how they can be nested.
10K: Evaluate and comment on other students' user-interaction plan.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

2G: Define, analyze and code the basic C++ conditional and iterative control structures and explain how they can be nested.
6B: Written laboratory assignments which include source code, sample runs and documentation.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

2C: Produce clearly written code in an industry standard style appropriate for C++.
2N: Explain what an algorithm is and give examples of how algorithms are implemented in a C++ program.

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.
1: Concept topics include code style, documentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

2G: Define, analyze and code the basic C++ conditional and iterative control structures and explain how they can be nested.

C6. Identify goals when applying analytical skills

Matching course component(s):

2B: Describe the C++ software development life cycle from concept design through documentation, testing and maintenance

C7. Recognize limitations of applicable methodologies

Matching course component(s):

2M: Explain how errors can be reported to the calling function.
4B 1: Compiler errors vs. run-time errors

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

2A: Describe the basic components of the C++ software development environment.
10A: Familiarization with the beginning-level online lab environment. Modify and customize the settings of an Integrated Development Environment (IDE). Use the IDE to create a new programming project.

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

4O 3: Essential examples and Assignment Areas - User interaction
2K: Write C++ programs using object-oriented design, and contrast the difference between object-oriented and procedural code.
10D 2: Evaluate and comment on other students' user-interaction plan.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

4E 1: Numeric operators and expressions.
4J 1: Encapsulation of member data
4H 1: Methods and Functional Programming, 1. Parameter passing, 3. Functional returns.

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

4B 6-7: Compiler errors vs. run-time errors, Debugging strategies

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):
4B 1-5: The Software Development Life-Cycle, Overview of design, Overview of development, Overview of documentation, Overview of testing, Overview of maintenance, Compiler errors vs. run-time errors, Debugging strategies

Requesting Faculty: Michael Loceff Date: 2/14/12

Division Curr Rep: Marc Knobel Date: 2/14/12

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Lauren Velasco and Marnie Francisco

Comments:

We approve this course. 3/19/12

Approved:_____ Denied:_____ CCC Co-Chair Signature:_____ Date:_____

Approved by CCC 5/21/12

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: SPED 61, Introduction to Disabilities

Please map each appropriate Course Outcome/Objective from the Course Outline of Record to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

2A. Matching course objective(s): Identify and differentiate all the major categories of disabilities.
2B. Discuss the cultural experiences of the disabled person in America.
2C. Describe the social/psychological effects of disability on the individual.
2D. Express the significance of visible vs. non-visible disabilities in terms of the experience of the disabled individual.
2F. Differentiate between handicaps that are intrinsic to disabilities and those that are imposed by society.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s):
2B. Discuss the cultural experiences of the disabled person in America.
2C. Describe the social/psychological effects of disability on the individual.
2D. Express the significance of visible vs. non-visible disabilities in terms of the experience of the disabled individual.
2F. Differentiate between handicaps that are intrinsic to disabilities and those that are imposed by society.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s):
2E. Articulate a newly gained perspective on disabilities that will alter future interactions with disabled persons.
2F. Differentiate between handicaps that are intrinsic to disabilities and those that are imposed by society.
2G. Propose strategies of advocacy for persons with disabilities.

Depth Map: Additionally, must include at least three of the following:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):
4B. Historical and worldwide perspectives on disabilities.
- **a. Review of historical [from ancient civilization to present time] figures worldwide with known disabilities. To include:**
  - **i. Political figures**
  - **ii. Pioneers in science and technology**

4B-B. The emergence of the disabled culture, political activism, and the Disabled Rights Movement.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s): 4 B B (specifically), the emergence of the disabled culture, political activism, and the Disabled Rights Movement; 4C - cultural and linguistic influences/biases on identification of persons with disabilities.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s): 4C (in its entirety) Prevalent cultural attitudes, beliefs and practices with regard to disabled individual, focusing on: Hispanic American culture, Asian American culture, African American Culture, Gender comparison/disparities

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

U9. Analyze and interpret how culture shapes human development and behavior.

Matching course objective(s): 4H: the stigma of disability as a psychological phenomenon

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course objective(s):

Matching course objective(s): 6. Methods of Evaluation: Using chart/spreadsheet, letter and essay formats, list strengths, challenges, culture and linguistics of persons with disabilities, etc.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course objective(s): 6. Methods of evaluation, subcategory C ,Final Project: Examples 1 and 2

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course objective(s): from 2. (Expected Course Outcomes) A., B., C., E., F., G.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s): 6. Methods of Evaluation (as entered above, in category B2.) Subcategory C, see Final Project examples 1 and 2.

Requesting Faculty: Teresa Ong

Date: 10/30/2011

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Division Curr Rep: Beatrix Cashmore

Date: 10/30/2011

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn Scott Lankford - recommend approval 3/27/12

Comments:

Approved: Denied: CCC Co-Chair Signature: Date:

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: SPED 61, Introduction to Disabilities

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.
A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.
A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities ***must*** include ***all of the following*** student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities ***must include at least three*** of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

FOOTHILL COLLEGE
Integrated Planning and Budget Task Force

To: Planning and Resource Council (PaRC)

From: Integrated Planning and Budget Task Force (IP&B)

Date: March 26, 2012

Re: 1.) Draft Program Review Committee (PRC) Charge and Membership, and, 2.) Recommended 2012-2013 Program Review Participants and Templates

The Integrated Planning and Budget (IP&B) Task Force was charged by PaRC in Fall 2011 to improve the Program Review process. The IP&B respectfully submits the attached documents for consideration and feedback for adoption into the Integrated Planning & Budgeting Governance Handbook.

This packet contains two documents: 1.) The draft charge and membership of the Program Review Committee (PRC), which will be evaluating three-year comprehensive program reviews beginning Fall 2012.

And, 2.) Recommended templates to be used for each program beginning Fall 2012. Please review this list carefully, as it includes and categorizes some programs (example: Academic and Classified Senates) that were not previously asked to complete a program review. As a reminder, all programs and resource allocations must be evaluated on a regular basis.

Please distribute and solicit input from your constituents regarding these documents. This information will be presented to PaRC on April 18, 2012 for a first read. PaRC will have a second read of the information and feedback before taking action to adopt this information into the Governance Handbook on May 16, 2012.

References:

2011-2012 Program Reviews and Templates:
http://foothill.edu/staff/irs/programplans/index.php

2011-2012 IP&B Handbook (Governance Handbook):
http://foothill.edu/staff/irs/Approved_GHB_100511.pdf

Resource Allocation Process website:
http://foothill.edu/staff/irs/programplans/process.php

IP & B Task Force website:
http://foothill.edu/staff/irs/IPBP/IPB2011.php

FOOTHILL COLLEGE
Integrated Planning and Budget Task Force

Charge and Program Review Committee Membership
February 29, 2012
Final Draft

Charge:
Program review is the process by which instructional and non-instructional programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes related to student learning and institutional effectiveness. The Foothill College Program Review Committee will be responsible for evaluating (comprehensive) program reviews.

Program Review Committee Role:
- The Program Review Committee (PRC) will evaluate all regularly scheduled comprehensive program reviews. In addition, the PRC will assess all programs that have been identified for an out-of-cycle review during their annual review and any program on remediation. Using program review data, the PRC will categorize each program as Green, Yellow or Red. The PRC will present a summary of their evaluations and recommendations to PaRC,
- PaRC may accept the recommendations and/or request further information and clarification from the PRC. PaRC may then recommend program remediation, suspension or discontinuance to the President. The President will either accept PaRC's recommendation, or explain his/her reasons for not accepting PaRC's recommendation,
- Following the PaRC recommendations on next steps, the approved Program Review summary is sent to OPC for inclusion in its resource allocation process.

Colors and Definitions:
• Green signifies the program is recommended to continue in the regular program review cycle.

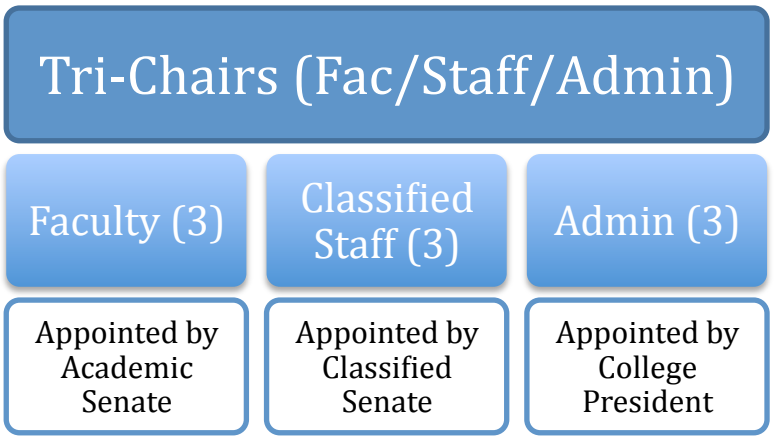
• Yellow signifies that trend analysis indicates the program is not meeting targets and/or indicators identified within the program review document, or that the program review document is incomplete.

• Red signifies that trend analysis indicates a notable and persistent decline in viability, an abrupt change to one or more of the targets and/or indicators, or that a program previously categorized as yellow has not successfully implemented its remediation plan.

Remediation Process:
When any program is categorized by PRC as Yellow or Red, the program faculty and staff must collaborate with administrators to develop a remediation plan to address the area(s) of concern, or recommend starting the discontinuance process. The remediation plan must explicitly identify goals, benchmarks and timelines, and this plan will be prepared for PRC and PaRC. The next program review must address implementation efforts and progress and will be reviewed by the PRC and ultimately PaRC. Programs that previously received a yellow status,

and do not meet stated benchmark goals by the next cycle may be brought back to PaRC as a continued Yellow in the following year, or may be identified as Red in the next cycle. When PaRC affirms that a program is yellow or red, they may recommend to the president to either accept the proposed remediation plan or to initiate the program discontinuance process.

Membership:
The Program Review Committee will consist of twelve (12) members appointed through the Academic (4), Classified Senates (4) and the President (4). Constituent groups are strongly encouraged to appoint members representative of all three Core Missions, as well as a wide range of college programs, including but not limited to: student services, cross-divisional support services such as the Library, and instruction. Senate presidents will confer with each other to ensure that membership is balanced and representative. "Expert" resources will be consulted as needed, such as the SLO-coordinator, CCC faculty co-chair, and articulation officer, director of facilities, CFO.



Draft Program Review Templates for 2012-2013

Instructional	Student Service	Administrative
Accounting Anthropology Apprenticeship (ALL) Art Art History Bio Tech Biology Business Chemistry Child Development Communication Studies Computer Science Creative Writing Dental Assisting Dental Hygiene Diagnostic Medical Sonography Economics Emergency Medical Technology Emergency Medical Technology: Paramedic Engineering English Environmental Horticulture and Design ESLL Geography Gerontology Graphic and Interactive Design History Humanities Japanese Journeyman Mathematics Music Music History and Literature Nano Technology Non-Credit Pharmacy Technician Philosophy Photography and Digital Imaging Physical Education Physics Political Science Primary Care Associate Psychology Radiologic Technology Respiratory Therapy Social Science Sociology Spanish Special Education Theatre Arts Veterinary Technology Women's Studies	Admissions & Records Assessment Athletics Career Center Counseling Disability Resource Center EOPS Evaluations Financial Aid Health Services Judicial Affairs Library Media Center Mfumo Program Outreach & Retention Pass the Torch Psychological Services Puente Program Student Affairs & Activities Transfer Center Tutorial Center Veteren's Resource Center	Academic Senate Classified Senate Division Offices (include departments not covered in first/second columns) Educational Resources & Instruction Foothill Global Access Instruction & Institutional Research International & Distance Learning KCI Marketing & Communications Middlefield Campus (Onizuka) President's Office Student Development & Instruction Workforce Development & Institutional Advancement

Please Note:

All resources must be evaluated and allocated through the program review process. These are the recommended templates that programs participating in the 2012-2013 program review process use. If you find an omission of a program or have suggestions of a different template for a program, please communicate that to PaRC or your PaRC representative.

The proposed changes to each section are summarized in italics. Proposed changes are indicated in the regulatory language by strike outs (deletions) and underlines (additions).

Section 55000: Consolidated three separate definition sections found in, and applicable to, all of Chapter 6 (55000, 55030 and 55040); added definitions for activity course, enrollment, extraordinary conditions (by reference to other sections), intercollegiate academic or vocational competition course (this is currently a place holder, need language),intercollegiate athletic course, legally mandated training, related activity courses (course families), special classes (taken from existing regulatory language).

§ 55000. Definitions.

For the purpose of this chapter, the following definitions shall apply:

(a) "Activity course" means a physical education course or a visual or performing art course in music, fine arts, theater or dance, in which active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

~~(a)~~ (b) "Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

(c) "All units attempted" means all units of credit for which the student is enrolled in the current community college of attendance.

(d) "CR" means "credit" and is a symbol used to denote that a student received credit for at least satisfactory work in a course taken on a "credit-no credit basis" prior to the Fall 2009 term.

~~(b)~~ (e) "Community Services Offering" means a fee-supported community services class authorized pursuant to Education Code section 78300 and approved pursuant to subdivision (d) of section 55002 for which state apportionment is not claimed and credit is not awarded.

~~(c)~~ (f) "Content review" means a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

~~(d)~~ (g) "Contract Course" means a course which a community college district offers under a contract pursuant to Education Code section 78021 with a public or private agency, corporation, association, or other organization.

~~(e)~~ (h) "Corequisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

~~(f)~~ (i) "Course" means an organized pattern of instruction on a specified subject offered by a community college pursuant to subdivisions (a), (b) or (c) of section 55002.

(j) "Course repetition" occurs when a student who has previously received an evaluative symbol as defined in section 55023, in a particular course re-enrolls in that course and receives an evaluative symbol as defined in section 55023.

~~(g)~~ (k) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

(l) "Enrollment" is a course in which a student receives an evaluative or nonevaluative symbol pursuant to section 55023.

(m) "Extraordinary conditions" are those conditions meeting the requirements of section 58509 (a) allowing a community college to provide a full refund of enrollment fees to a student.

(n) "Intercollegiate academic or vocational competition course" are courses that are necessary for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. The participation in the event must be directly related to course objectives within one or more academic or vocational courses pursuant to subdivisions (a) or(b) of section 55002.

(o) "Intercollegiate athletic course" is a course in which a student-athlete is a participant in an organized competitive sport sponsored by the district/college in which he or she is enrolled.

(p) "Legally mandated training course" is a course that is required by statute or regulation as a condition of paid or volunteer employment.

(q) "NC" means "no credit" and is a symbol used to denote that a student did not receive credit for a course taken on a "credit-no credit basis" prior to the Fall 2009 term.

~~(h)~~ (r) "Necessary and appropriate" means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity.

~~(i)~~ (s)"Noncredit basic skills courses" are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses pursuant to subdivision (c) of section 55002.

~~(j)~~ (t) “Nondegree-applicable basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses pursuant to subdivision (b) of section 55002.

~~(k)~~ (u) “Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

(v) “Related activity courses” are those courses with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level.

~~(l)~~ (w) “Satisfactory grade” means that, for the course in question, the student's academic record has been annotated with the symbol A, B, C or P as those symbols are defined in section 55023.

(x) “Special classes” means those instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations as set forth in section 56208.

(y) “Substandard academic work” means course work for which the grading symbols “D,” “F,” “FW,” “NP” or “NC” (as defined in sections 55023 and 55030) have been recorded.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Repealer of chapter 1 (subchapters 1-3, sections 55000-55144, not consecutive) and new chapter 1 (articles 1-2, sections 55000-55180, not consecutive) filed 12-21-81; effective thirtieth day thereafter (Register 81, No. 52). For prior history, see Registers 80, No. 11; 77, No. 45; and 71, No. 9.

2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

3. Editorial correction of History 2 (Register 95, No. 20).

4. Amendment filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).55041

No changes are proposed to be made to this section, it is included for reference purposes.

§ 55020. Regulations.

The governing board of each community college district shall adopt regulations consistent with this article. The regulations shall be published in the college catalog under appropriate headings and filed with the Chancellor's Office as required by section 51002.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

HISTORY

1. New article 2 (sections 55020-55025) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Proposed changes to this section include adding subdivision (d). This language was previously verbatim in a "definition section" in 55030. The term defined was "all units attempted", but the "definition" extended beyond just defining the term and thus not appropriate in the definition section.

§ 55021. Grading Policies.

(a) The governing board of each community college district shall establish a uniform grading policy for all colleges within the district. The policy shall be based on sound academic principles and be consistent with the requirements of this chapter.

(b) The grading policy shall require that all work in all degree-applicable and nondegree-applicable credit courses shall be graded in accordance with a grading system adopted by the governing board consistent with section 55023.

(c) The grading policy may provide for award of grades in noncredit courses, including courses which are part of a high school diploma program or may be accepted for high school credit by a high school.

(d) The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or "pass-no pass" or from which the student withdrew in accordance with rules adopted by the district governing board.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Included for ease of reference, no changes proposed.

§ 55024. Withdrawal.

(a) The governing board of a district which decides to provide a withdrawal procedure shall adopt a policy which provides for withdrawal from credit courses consistent with the following:

(1) Withdrawal from a course or courses shall be authorized through the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less). The governing board, however, may establish a final withdrawal date which prohibits withdrawal after a designated point in time between the end of the fourth week of instruction (or 30 percent of a term, whichever is less) and the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less). The academic record of a student who remains in a course beyond the time allowed by district policy must reflect a symbol as authorized in section 55023 other than a "W."

(2) The governing board may by regulation authorize withdrawal from a course or courses in extenuating circumstances after the last day of the fourteenth week (or 75 percent of the term, whichever is less) upon petition of the student or his or her representative and after consultation with the appropriate faculty. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

(3) No notation ("W" or other) shall be made on the academic record of the student who withdraws during the first four weeks or 30 percent of a term, whichever is less. The governing board may establish a period of time shorter than the first four weeks or 30 percent of a term, during which no notation shall be made.

(4) Withdrawal between the end of the fourth week (or such time as established by the district) and the last day of the fourteenth week of instruction (or 75 percent of a term, whichever is less) shall be authorized, provided the appropriate faculty is informed.

(5) Withdrawal after the end of the fourteenth week (or 75 percent of a term, whichever is less) when the district has authorized such withdrawal in extenuating circumstances, after consultation with appropriate faculty, shall be recorded as a "W."

(6) For purposes of withdrawal policies, the term "appropriate faculty" means the instructor of each course section in question or, in the event the instructor cannot be contacted, the department chair or appropriate administrator.

(7) The "W" shall not be used in calculating grade point averages, but shall be used in determining probation and dismissal pursuant to article 3 of this subchapter.

(8) A “W” shall not be assigned, or if assigned shall be removed, from a student's academic record, if a determination is made pursuant to sections 59300 et seq. that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.

(9) The district policy shall establish the number of times (not to exceed three times) that a student may withdraw and receive a “W” symbol on his or her record for enrollment in the same course. The district policy may permit a student to enroll again in a course after having previously received the authorized number of “W” symbols in the same course in colleges within the district, if the chief instructional officer, chief student services officer or other district official designated in the district policy approves such enrollment after review of a petition filed by the student.

(10) The district policy may provide that a “W” symbol will not be assigned to any student who withdrew from one or more classes, where such withdrawal was necessary due to fire, flood or other extraordinary conditions and the withdrawal is authorized by the district pursuant to section 58509.

(11) The district policy shall include provisions for intervention in cases of multiple withdrawals.

(b) Within the parameters set forth in subdivision (a), criteria for withdrawal and the procedures to accomplish it shall be established by the district governing board and published in college catalogs.

(c) A district's responsibilities with respect to enrollment or attendance accounting shall not be modified or superseded in any way by adoption of a withdrawal policy.

(d) The governing board of a district which decides to provide a withdrawal policy shall also adopt military withdrawal procedures consistent with the following:

(1) “Military Withdrawal” occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a “MW.”

(2) Military withdrawals shall not be counted in progress probation and dismissal calculations.

(3) “MW” shall not be counted for the permitted number of withdrawals.

(4) In no case may a military withdrawal result in a student being assigned an “FW” grade.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Consolidated with section 55000 definitions.

§ 55030. Definitions.

For the purposes of this chapter, the following terms shall have the specified meanings:

(a) "All units attempted" means all units of credit for which the student is enrolled in the current community college of attendance. The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or "pass-no pass" or from which the student withdrew in accordance with rules adopted by the district governing board.

(b) "CR" means "credit" and is a symbol used to denote that a student received credit for at least satisfactory work in a course taken on a "credit-no credit basis" prior to the Fall 2009 term.

(c) "NC" means "no credit" and is a symbol used to denote that a student did not receive credit for a course taken on a "credit-no credit basis" prior to the Fall 2009 term.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

HISTORY

1. New article 3 (sections 55030-55035) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Proposed changes to section 55040 (course repetition).

Generally, changes in this section and in 55041 (repeatability) reflect the concept that if a course can be repeated only by certain students (i.e., students who meet specified requirements), then that course and the applicable requriements are addresed in section 55040, course repetition.

However, if the course is, regardless of the qualifications of the student taking the course, repeatable by all students eligible to take that course, then that course is addressed in section 55041 (repeatability). Put another way, if some students in the class cannot repeat the course, then that is not a repeatable couse (55041), but it is a course capable of repetition (55040).

Thus, "legally mandated training courses" were moved to section 55040, as the student must meet certain requirements to be allowed to repeat the course. And the course itself is not limited to students who can repeat it. Some students in the course can only take that course one time (unless a different exception applies, e.g., substandard grade). If you are not legally mandated by your employer or potential employer to take CPR, then the student may not repeat CPR (and of course, the college district would not be allowed to receive apportionment for that repettion – 58161). However, if you are legally mandated to take CPR, then, the student may repeat CPR. Again, the student has to meet certain requirements before the student can take CPR again, thus it is not a "repeatable course" for all students, but is a course capable of repetition by certain students.

The definitions of the terms course repetition and substandard grades have been moved, verbatim, to the definition section of Chapter 6, which is found at section 55000.

Subdivision (c) has been added to prevent "leveling" of courses by districts to prevent students from enrolling in more than four semesters of a particular physical education course. For example, if five weight lifting courses are offered, a student would be able to take only four of the five. A student can take each one only once. Prior regulations allowed a student to repeat any of the courses four times, or take each one time. Since each course is no longer "repeatable" the limit for physical education courses has been moved to 55040 from 55041.

§ 55040. District Policy for Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.

~~(b) For purposes of course repetition, academic renewal, and all other related provisions in this division, the following terms shall have the meanings specified below:~~

~~(1) "Course repetition" occurs when a student who has previously received an evaluative symbol as defined in section 55023, in a particular course re-enrolls in that course and receives an evaluative symbol as defined in section 55023.~~

(2) ~~"Substandard academic work" means course work for which the grading symbols "D," "F," "FW," "NP" or "NC" (as defined in sections 55023 and 55030) have been recorded.~~

~~(c)~~ (b) The policies and procedures adopted pursuant to subdivision (a) may:

(1) designate certain types of courses as "repeatable courses" consistent with the requirements of section 55041.

(2) ~~allow~~ permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042.

(3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043.

(4) permit a student to repeat a portion of a variable unit open-entry/open-exit course which the student previously completed only under the circumstances described in section 55044.

(5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether or not substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition.

(6) permit a student to repeat a course in occupational work experience under the circumstances described in section 55253. When an occupational work experience course is repeated pursuant to that section, the grade received each time shall be included for purposes of calculating the student's grade point average.

(7) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated.

(8) permit a student to repeat a legally mandated training course, as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.

(c) permit a student to enroll in related activity courses, as defined in section 55000, for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New article 4 (sections 55040-55043) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

3. Amendment of subsections (a), (b)(1) and (c)(2) filed 9-29-2009; operative 10-29-2009. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2009, No. 43).

4. Amendment of subsections (c)(1)-(5) and new subsection (e) filed 9-12-2011; operative 10-12-2011. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 37).

Discussion of proposed changes to 55041 (repeatability):

See discussion in 55040. Legally mandated training and special classes are no longer included in this section as the courses themselves are not repeatable for all purposes. Special classes were already addressed in the repetition section and for the same reasons set forth above have been eliminated from this section. (See, 55040 (c)(7).) These changes are clarifying and should not affect districts or students.

As proposed, the only courses that can be designated as repeatable, i.e., students may enroll up to the limit specified, are intercollegiate athletics, intercollegiate academic or vocational competition, and courses that are a part of a sequence of transfer courses required by CSU or UC for completion of a bachelor's degree.

Intercollegiate athletics – No changes are proposed to intercollegiate athletics.

Intercollegiate academic or vocational competition – This category was added to the list of courses that are repeatable to allow students to participate in certain sanctioned activities, such as forensic, American College Theatre Festival, Students in Free Enterprise, Music Competitions, Journalist, Student Government, and Model Unite Nations.

Enrollments in repeatable courses are limited to four semester or six quarters. The practical result is if CSU or UC requires students to repeat courses, then the community college districts have the authority to designate courses as repeatable. At this time, the proposed regulations do not require a student to prove that they are transferring to CSU or UC to be permitted to repeat these courses.

Colleges no longer can designate PE courses, activity courses, CTE courses as repeatable, unless that course is a sequence of transfer courses required by CSU or UC for completion of a bachelor's degree or the course happens to be necessary for intercollegiate academic or vocational competition.

§ 55041. Repeatable Courses

(a) Districts may only designate the following types of courses as repeatable:

(1) Intercollegiate academic or vocational competition where the course is part of a district sanctioned competitive activity,

(2) Intercollegiate athletics, and

(3) Courses that are part of a sequence of transfer courses required by CSU or UC for completion of a bachelor's degree.

(b) The district must identify all courses which are repeatable and designate such courses in its catalog.

(c) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average.

(d) The governing board of a district designating a course as repeatable because it is part of a sequence of transfer courses required by CSU or UC for completion of a bachelor's degree must retain supporting documentation that verifies the CSU or UC sequence of transfer courses requirement. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.

(e) Notwithstanding the limitations above, apportionment will be limited as set forth in section 58161.

§ 55041. Repeatable Courses.

~~(a) The district policy and procedures on course repetition adopted pursuant to section 55040 may designate as repeatable courses only those courses described in this section.~~

~~(b) If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.~~

~~(c) The district policy adopted pursuant to section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:~~

~~(1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog.~~

~~(2) The district must determine and certify that each identified course is one in which either:~~

~~(A) the course content differs each time it is offered; or~~

~~(B) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:~~

~~(i) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or~~

~~(ii) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.~~

~~(3) Activity courses which may qualify as repeatable courses meeting the requirements of paragraph (2)(B) of this subdivision include, but are not limited to the following:~~

~~(A) Physical education courses; or~~

~~(B) Visual or performing arts courses in music, fine arts, theater or dance.~~

~~(4) foreign language courses, ESL courses and nondegree-applicable basic skills courses are not considered "activity courses" for purposes of paragraph (2)(B of this subdivision).~~

~~(5) The district must develop and implement a mechanism for the proper monitoring of such repetition.~~

~~(6) Students may repeat a course pursuant to this subdivision for not more than three semesters or five quarters. For purposes of this subdivision, semesters or quarters include summer or intersessions.~~

~~(7)(A) Except as provided in subparagraph (B) of this paragraph, where a college establishes several levels of courses which consist of similar educational activities, the repetition limitation in paragraph (6) of this subdivision applies to all levels of courses that involve a similar primary educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.~~

~~(B) Visual or performing arts courses in music, fine arts, theater or dance which are part of a sequence of transfer courses are not subject to subparagraph (A) of this paragraph.~~

~~(d) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average.~~

~~Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.~~

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment of section heading and section filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

Proposed changes require that the "significant lapse of time" be at least 36 months. The phrase "or has otherwise defined "significant lapse of time" in its policy on course repetition" (previously in (a)(1) has been eliminated to clarify that there are only three situations in which a course can be repeated pursuant to significant lapse of time (recency prerequisite established by the community college district, recency requirement established by the higher educational institution that the student intends to transfer to, or where an employer mandates the employee repeat a course as a direct result of a substantiated change in industry standards). With regard to the later, the repetition may occur more frequently that every 36 months.

§ 55043. Course Repetition Due to Significant Lapse of Time.

(a) In addition to permitting course repetition in the circumstances described in other provisions of this article, a district may also permit or require repetition of a course where the student received a satisfactory grade the last time he or she took the course but the district determines that there has been a significant lapse of time of no less than 36 months since that grade was obtained and:

(1) the district has properly established a recency prerequisite for a course or program pursuant to section 55003 ~~or has otherwise defined "significant lapse of time" in its policy on course repetition; or~~

(2) another institution of higher education to which the student seeks to transfer has established a recency requirement which the student will not be able to satisfy without repeating the course in question ~~.~~; or

(3) where an employer mandates an employee repeat a course as a direct result of a substantiated change in industry standards, such repetition may occur more frequently than every 36 months.

(b) If the district determines that a student needs to repeat an activity course or a related activity course of the type described in ~~subdivision (c)(2)(B) of section 55041~~ section 55040 (c) due to significant lapse of time, that repetition shall be counted in applying the limit on repetitions set forth in ~~subdivision (c)(6) of section 55041~~ section 55040 (c) except that, if the student has already exhausted the number of repetitions permitted under subdivision (c)~~(6),~~ an additional repetition due to significant lapse of time may be permitted or required by the district.

(c) When a course is repeated pursuant to this section, the district policy may allow the previous grade and credit to be disregarded in computing the student's GPA.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Repealer and new section filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

Subdivision (a): previously this was the preamble of the section, changed it to subdivision (a) for consistency with other regulations. Changed reference from chapter to division in order to capture the requirements of Chapter 6 (which is where the rules for repetition are found, as well as definitions, including that of enrollment etc…).

Subdivision (b) has been added as the general rule that if you pass a class you cannot repeat the class was not stated clearly. The rule was previously inferred. By adding (b) we are making crystal clear that if you pass, that's it, unless an exception applies (e.g., legally mandated…).

The proposed regulations also address a mistake that was made in the last round of changes with respect to the number of enrollments a district can claim apportionment. In the prior version districts were allowed additional enrollments if they were on the quarter system versus the semester. The regulations should have allowed the same number of enrollments in the same course regardless of whether the district is on a quarter system or semester system, or for that matter, regardless of whether the course is taken during a summer session or intersession, it's the total number of enrollments that counts, not how long the course is.

§ 58161. Apportionment for Course Enrollment.

(a) A community college district may claim the attendance of students who enroll in credit courses for state apportionment only if so authorized by this section and if all other requirements of this ~~chapter~~ division are satisfied. ~~For purposes of this section an enrollment occurs when a student receives an evaluative or nonevaluative symbol pursuant to section 55023.~~

(b) A district may claim state apportionment for the attendance of a student in a credit course who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

~~(a)~~ (c) A district may claim state apportionment for attendance of students for enrollments, as defined in section 55000, totaling a maximum of three ~~semesters or five quarters~~ times, including summer sessions and intersessions, per credit course and if all other requirements of this ~~chapter~~ division are satisfied. ~~For purposes of this section, enrollments include any combination of withdrawals and repetitions.~~

~~(b)~~ (d) Notwithstanding subdivision ~~(a)~~ (b) and (c) of this section, a district may claim state apportionment for one additional enrollment, as defined in section 55000, if all other requirements of this ~~chapter~~ (division) are met and only in the following circumstances:

(1) The attendance of a student repeating a credit course because the district determines pursuant to section 55043 that there has been a significant lapse of time of no less than 36 months since the student previously ~~took~~ successfully completed the course, unless an exception to the 36 month requirement applies.

(2) The attendance of a student repeating a credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041~~(c)~~.

~~(c)~~ (e) Notwithstanding subdivisions ~~(a),~~ (b), (c) and (d) of this section, a district may claim state apportionment for students' enrollments, as defined in 55000, in credit courses without limitation if all other requirements of this ~~chapter~~ division are met and in the following circumstances:

(1) The attendance of a student in legally mandated training as provided in section ~~55041(b).~~ 55040 (c)(8).

(2) The attendance of a student with a disability may be claimed for state apportionment each time the student ~~repeats~~ enrolls in a credit special class as a disability-related accommodation which is justified by one of the circumstances described in section 56029.

(3) The attendance of a student ~~repeating~~ enrolling in a portion of a variable unit open entry/open exit credit course may be counted for state apportionment only to the extent that repetition of such courses is permitted pursuant to section 55044.

(4) The attendance of a student ~~repeating~~ enrolling in a cooperative work experience course pursuant to section 55253 ~~may be claimed for state apportionment without limitation~~.

(5) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).

(6) The attendance of a student receiving a military withdrawal (-"MW") pursuant to section 55024(d)(1).

(7) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8), if the student would have otherwise received an evaluative or nonevaluative mark as set forth in section 55023.

~~(d)~~ (f) Notwithstanding subdivisions (a), (b) and (c) of this section, a district may claim state apportionment for students' enrollments, as defined in section 55000, in credit courses designated as repeatable as provided in section 55041~~(c)~~ and credit courses subject to the limitation provided under 55040(c) for a maximum of four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course ~~or petitions for repetition due to special circumstances as provided in section 55045~~.

(e) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 8-25-83; effective thirtieth day thereafter (Register 83, No. 35).

2. Amendment of subsections (b)(2), (c)(1)-(2) and Note filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

3. New subsection (c), subsection relettering, amendment of newly designated subsections (d), (d)(2) and (d)(4) and amendment of Note filed 3-25-98; operative 4-24-98. Submitted to OAL for printing only (Register 98, No. 14).

4. Amendment of subsections (b)(1), (b)(3) and (d)(4) filed 3-15-2006; operative 4-14-2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

5. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

6. Amendment filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

7. Amendment of section heading and section filed 9-12-2011; operative 10-12-2011. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2011, No. 37).

§ 58162. Intercollegiate Athletics.

(a) State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section 55000, which are otherwise eligible for state assistance.

(b) State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than ~~175~~ 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for participation in the competitive sport and 175 hours dedicated to courses that focus on conditioning or skill development.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. Amendment of Note filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

§ 58166. Field Trips.

(a) State apportionment may be claimed for the attendance of students in courses which include a field trip or excursion pursuant to section 55220.

(b) ~~State apportionment for the attendance of students in courses which include a field trip or excursion shall not be claimed for more than forty-eight hours per unit of credit earned.~~ No more attendance may be claimed for a field trip or excursion than if the class were held on campus.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. Amendment of subsection (a) and Note filed 5-15-93; operative 6-4-93 (Register 93, No. 25).

2. Amendment of subsection (a) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

College Level Examination Program (CLEP)

The College Level Examination Program, (CLEP), is intended to measure knowledge obtained through work experience, professional development, advanced coursework, independent study, or other alternative methods. The Foothill College CLEP credit policy is currently under review. In the interim, some select Foothill programs may award academic credit for CLEP exams, and students with questions about CLEP should consult with a counselor or with the appropriate division dean for their major. Prior to obtaining any CLEP credit, students must submit official copies of test scores.